DOCUMENT RESUME

ED 227 374 CG 016 502

AUTHOR	Monroe-Scott, Bettina; Mirand, Valetta
TITLE	A Guidebook for Planning Alcohol Prevention Programs with Black Youth.
INSTITUTION	National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.
SPONS AGENCY	National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO	DHHS-ADM-81-1055
PUB DATE	81
CONTRACT	NIAAA-ADM-281-79-3001
NOTE	141p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adolescents; Alcohol Education; *Alcoholism; *Black Youth; *Community Programs; Drinking; Drug Abuse; Fund Raising; Needs Assessment; *Prevention; *Program Development; Program Proposals; Secondary Education; Workshops

ABSTRACT

This guide, developed to assist black community organizations in starting alcohol abuse prevention programs for black and urban youths, describes community action approaches developed for and tested by the black community in model community alcohol abuse prevention workshops in Chicago, Fort Lauderdale and Philadelphia. The material is organized in five chapters, each beginning with an overview or statement of purpose and bulleted goals and/or knowledge to be obtained. Chapter 1 discusses black history with an emphasis on alcohol use by black Americans. Chapter 2 explores prevention approaches and offers nine alcohol prevention strategies suitable for black adolescents. Chapter 3 presents steps in starting prevention programs, e.g., community mobilization, cosponsorship, networking, grantsmanship and outreach. Chapter 4 addresses evaluation, stressing ways to determine if programs are meeting objectives. Chapter 5 is a resource section listing national, state, and local private and public organizations by name and address as well as available resource materials appropriate for youth prevention programs. The three appendices provide program planning materials (grant proposal outline and grant charts, and needs assessment guidelines and forms); community workshop materials (letters, agenda, feedback forms, worksheets, and overhead projector outlines); and a glossary of terms and a list of references. (MCF)

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A Guidebook for Planning Alcohol Prevention Programs With Black Youth

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This publication contains ideas on starting programs to prevent alcohol abuse among black youth. Described are the beginning steps—mobilizing interested groups, getting multiple agency support through networking, finding out what youth/alcohol issues are of concern to the individual community, writing a grant proposal, getting funding support, holding a prevention workshop—and the most critical step of involving youth as partners in programs that encourage independent decisionmaking about alcohol.

Prepared by Bettina Monroe-Scott, Ph.D. and Valetta Miranda, M.S.W. under NIAAA Contract Number ADM 281-79-3001 for the National Clearinghouse for Alcohol Information.

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DHHS Publication No. (ADM) 81-1055
Printed 1981

Preface and Acknowledgements

This resource guide is a publication of the National Institute on Alcohol Abuse and Alcoholism's (NIAAA) program to prevent alcohol abuse among youth, women, and black Americans. The guide was developed by the National Clearinghouse for Alcohol Information in consultation with a black panel of experts with background in alcohol prevention, black youth programs, and alcoholism treatment. Ideas and suggestions also came from leaders of the black community in Chicago, Fort Lauderdale, and Philadelphia who sponsored model community alcohol abuse prevention workshops.

NIAAA wishes to express appreciation to the following people who served on the panel and those who sponsored model workshops.

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Introduction

"Prevention is the wave of the future"

Problem drinking among teenagers is a growing concern in many black communities. Substance abuse prevention—relatively untried in the 1960s—began a period of rapid growth and experimentation during the 1970s. An array of innovative ideas and approaches to preventing alcohol abuse has been designed and tried at the community level. Prevention is the wave of the future.

Although alcoholism per se is not a major problem among youth, large numbers of youth are drinking and experiencing acute consequences of intoxication, such as impaired driving performance, aggression and violence, and accidents. A main goal of prevention is to reduce these negative consequences of intoxication caused by inexperience and by binge or episodic drinking.

Drinking is a complex human behavior. The way teenagers drink reflects many influences, including parents' drinking habits, religious and ethnic background, perception of parental attitudes about alcohol, and friends' drinking patterns. Experience shows that alcohol information alone does not affect individual behavior; prevention needs to operate on the level of attitudes and values and understand how alcohol fits into the way teenagers feel about themselves.

Drinking is often a valued behavior among teenagers; therefore, appeals for abstinence are likely to fall on deaf ears. Efforts to alleviate drinking problems and misuse are better accepted by young people than attempts to halt their drinking. Most prevention programs stress the right of teenagers to make their own personal decisions about drinking and then focus on helping teens set guidelines for practical and responsible choices as opposed to self destructive or dangerous behavior. The cornerstone of this approach to prevention rests on a belief in the individual's ability to make responsible, healthy choices about his own behavior.

A concern of many black and minority communities is the extent to which culture is infused into prevention projects. Since ethnic background, culture, and custom influence drinking behavior, then the inclusion of culture, customs, and ethnic heritage must be a part of prevention.

"...to assist black community organizations in starting prevention programs..."

Black Americans represent the largest ethnic minority group in the United States, yet alcohol programing for this group has been limited and is often not sensitive to cultural differences and values. In particular, black youth programing has been inadequate with few available materials to guide the planning and implementation of these efforts.

To begin to fill this gap, *A Guidebook for Planning Alcohol Prevention Programs with Black Youth* was developed to assist black community organizations in starting prevention programs aimed at reducing alcohol-related problems among young urban blacks. This Guide recognizes that (1) blacks, like other minorities, are not just nonwhite, but exist in a unique social and psychological context that shapes attitudes, values, and behaviors, and (2) each minority community has its own singular set of needs and problems and must assess its own problems and enlist its own resources to meet these needs. Using this approach, a number of communities, church leaders, parents, teachers, and youth working together have planned and carried out successful alcohol prevention programs.

"...a number of approaches to stimulate community action..."

Concerned blacks across the country have used a number of approaches to stimulate community action. Described in the following pages is networking, the process of linking existing groups and agencies, and the community prevention workshop, recently developed for and tested by black communities. Other community action approaches and techniques are offered here as well as information on program planning, obtaining technical assistance and funding, and developing evaluation measures.

As a how-to reference, this Guide has been organized into five chapters:

Chapter 1 discusses black history with an emphasis on alcohol use among black Americans; reviews drinking patterns and the experiences of black youth with drinking.

Chapter 2 explains prevention approaches and why traditional prevention programs for white youngsters have often not been successful with black youth; offers nine alcohol prevention strategies suitable for use with black adolescents, including culture-specific ideas, liquor advertising surveys, and drinking practices of other cultures.

Chapter 3 describes how to start prevention programs by getting community involvement. Topics include community mobilization, agency commitment, cosponsorship, networking, assessing needs, the community workshop, planning, grantmanship, and outreach.

Chapter 4 addresses evaluation, pointing out ways to determine if the youth program is meeting its objectives.

Chapter 5 is the resource section with information on operating black youth programs, names and addresses of national, State, and local private and public organizations, and available resource materials appropriate for youth prevention programs.

Each chapter begins with a stated purpose and bullets those topics to be covered. Designed as an aid to the reader, the format allows one to easily locate and select topics of interest. At the conclusion of the book, appendices offer program planning materials, aids in putting on a community workshop, a glossary of terms used in the Guide, and references of books and articles on black social and cultural issues, alcohol abuse, and prevention programing.

John R. DeLuca, Director
National Institute on
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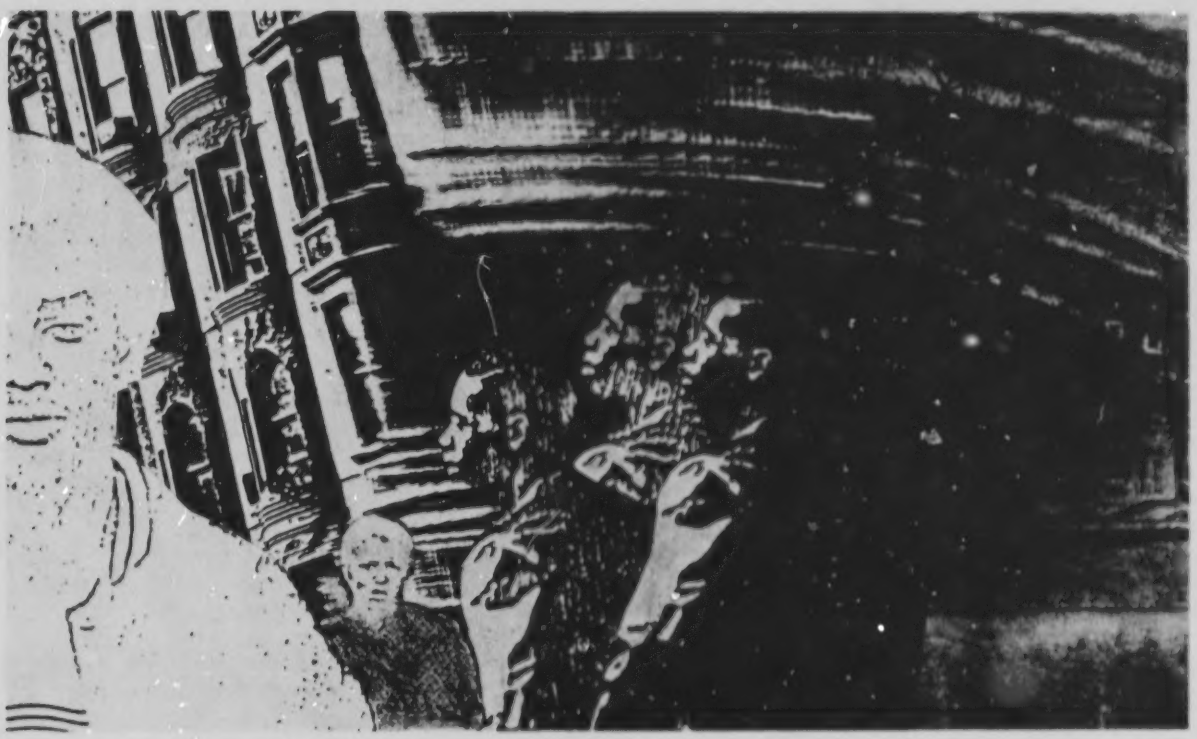
October 1981

Chapter 1
Alcohol and Black Americans: Yesterday and Today



This chapter presents a history of black Americans and their use of alcohol. After reading it, you will:

- Know about early African traditions of using white palm wine
- Know what impact European influences had on these traditions
- Be able to explain how alcohol was used as a means to control people in the colonial period, pre-Civil War times, and Reconstruction days through the period of segregation laws
- Know what liquor controls exist today and how they can be altered by community groups
- Be aware of drinking practices of black adults and youth today
- Be able to list at least three alcohol-related problems that affect black youth

Overview

From the time that black people first came to this country, alcohol has played an important role as a mechanism of control. Slaves were given liquor to keep them manageable and quiescent, were deprived of it during the Civil War for the same reason, and were restricted in their consumption of alcohol to certain hours and places under segregation laws. There were periods in this country—era of Prohibition—when use of alcohol by anyone was illegal. Today, formal and regulatory control is a function of alcohol beverage control boards and zoning commissions that determine the hours, places, and location of places for alcohol sale. Unfortunately, regulations often do not effectively control the numbers of liquor vendors in low-income black or minority neighborhoods. The many liquor stores, bars, and liquor advertisements are a negative influence on the social and physical environment, compounding already existing social and economic problems facing many inner city blacks. Therefore, it becomes necessary for community residents to establish guidelines for density of liquor stores and advertisements in their neighborhoods. It is possible for citizens to unite and confront a commission or board with community concerns. Community residents do have a voice in the kind of environment they choose for their neighborhood. Informal control of how much, where, and/or whether drinking occurs is largely determined by the individual's family, friends, and community contacts. For black youth, in particular, the roles of family, friends, and community contacts are especially important in influencing decisionmaking about using alcohol.

Attempts to influence the decisionmaking process about alcohol use must take place not only within the context of the youth's family, friends, and community contacts, but within a broader historical and cultural context that places alcohol use in perspective with the other traditions of black people. This history begins in Africa with the use of palm wine—continues with the influence of European traders, the arrival of the first blacks in America in the Virginia Colony in 1619, the effects of Civil War, Reconstruction, segregation laws, and civil rights laws on black people and their use of alcohol—and brings this story up to the present, with a focus on black youth. A recurring theme in this history is the issue of control as it affected alcohol itself and black people.

While many youngsters drink without problems as many of their ancestors did and adults around them do today, there is still a significant number of youth whose drinking creates problems in relation to crime and delinquency, personal health, and auto and household accidents. It is essential that these youth learn to make decisions about drinking through appropriate community-developed activities and programs that make them aware of their heritage, build self-esteem, and help them to gain the skills necessary for economic and social independence. It is through these programs that black communities can take control and play a decisive role in guiding the futures of black youth.

Alcohol Use—African Traditions and European Influences

Alcohol was used by blacks as a part of African culture, and it was consumed in defined contexts for specified reasons. Changes in these consumption patterns underwent modification as Europeans began to visit Africa for purposes of trade.

An African Tradition of Responsible Alcohol Use

Long before Europeans colonized Africa, community accepted practices concerning alcohol use were a part of the history and culture of Africa. Alcohol was used for medicinal, ritualistic, and relaxation purposes.

It is not known when Africans became acquainted with intoxicants or stimulants. However, it is speculated that the origin of intoxicants use goes back to ancient times. Kola nuts, white palm wine, and guinea corn were natural products used by pre-colonial West African people as intoxicants and stimulants, and their use continues today.

The most widely used of the intoxicants is white palm wine. Emu, palm wine taken from a healthy tree, and otin, from a fallen tree, were used as a part of the regular diet; as a part of festive and ceremonial celebrations; and as a medicinal substance to combat measles and dysentery.

It was traditional in the West African culture that palm wine was not sold. Most adult males owned palm trees that they tapped for themselves and others. Palm wine was consumed generally after the daily labors on the farm. The palm wine was collected on a regular basis by the men on their way to work and was used to refresh the men during the work day. They would sip it at mealtime or intermittently while working. The wine relieved fatigue and helped increase work output by reducing the workers' awareness of the heat and sun. After work, the men gathered in a clearing where they shared wine, made baskets, tools, and weapons, and roasted small game. Drunkenness was not a part of these activities.

The ceremonial uses of palm wine included festivals held for second burials, title taking, initiation into manhood, and marriage. In each of these formal uses of alcohol, there was an established procedure for presentation, acceptance, sharing, and consumption.

Palm wine was a part of both daily work and special celebrations of life. As such, it was neither particularly moral nor immoral to drink or abstain from drinking. When taken to the point of intoxication, output at work was reduced and sleep induced. A male adult was expected to work: therefore, silent social pressure established a standard about proper use of alcohol.

In cases of drunkenness, sobriety was hastened by using a potion of honey, palm oil, lime, or orange. Generally, drunkenness did no more than create in the person an urge to participate in public dancing to music, "an important aspect of local festivities" (Obayemi 1976).

From all indications, responsible alcohol use was the rule in pre-colonial Africa. Tradition and cultural norms set the standard as to when, how, where, and how much alcohol would be consumed. African society established its own cultural standard for alcohol use. The best description of this procedure is as follows:

> *Such occasions of public festivities apart, it is difficult to determine the reality or rarity of alcoholism as a social problem in pre-colonial society. Oral traditions emphasize the social discipline of a rigid routine centered on work on the farm. This reduces the hours of leisure when one might indulge in excessive alcohol consumption. Other restraining influences were that (1) emu and otin were regular nutrients that, like food and water, should not be taken in excess, and (2) the fact that being a subsidiary, though specialized, pursuit alcohol production was limited to what a man could safely combine without prejudice with his normal output on the farm. It is also apparent that alcoholism was looked upon with social disfavor (Obayemi 1976).*

European Influence on African Alcohol Use

It can be surmised that the culturally-linked rules regarding alcohol consumption in pre-colonial times were altered by the invasion and the intermeshing of European culture. As time went on, alcohol took on a different use—a commodity for trade. The variety of intoxicants used by Africans—palm wine, guinea corn, and Kola nuts—soon expanded as Europeans introduced rum, gin, brandy, and ale. These intoxicants were used as a commodity in general trade and were given by traders as gifts to African leaders.

The oral history of West Coast Africa relates the changes in the use of alcoholic beverages by Africans after the arrival of the Europeans. It is noted by the traditional African griot that both rum and gin were used by ship captains as a medium of exchange for slaves. As the slave trade matured, rum became the sole commodity used in the trading of slaves. It was also the staple commodity on the triangular trade routes (Davidson 1961).

The Legacy of External Control—Blacks in America

The history of black access to alcohol and the restrictions that were placed on it have undoubtedly influenced the way blacks use it today. During the period of slavery, blacks were given liquor to keep them quiescent and manageable; after the Civil War, they were denied liquor to keep them quiescent and manageable. This legacy of external control persists today (Larkins 1965).

Colonial Period

When blacks first came to the Virginia Colony in 1619, they came as servants, not slaves (Cherrington 1920). It was not until 1660 that inherited chattel bondage was fixed by law. The need to maintain control and particularly to prevent uprisings became a paramount concern for the white slaveholder; and it was at this point that restrictions on the availability of alcohol for blacks was deemed necessary as an essential element in establishing this control (Larkins 1965).

The slaves on the plantations used alcohol in a similar festive context that emulated alcohol consumption in Africa. Slaves were given alcohol during holidays and therefore linked the use of alcohol to periods for celebrating and resting. At the same time, the slave master was well aware that alcohol also served as a mechanism of control.

During the colonial period, the drinking of alcoholic beverages was a form of social intercourse. It encouraged socializing and was seen as a means for communication among equals. Because blacks and whites were not recognized as equals in America, blacks were not permitted to use alcohol freely as whites could (Larkins 1965).

As the number of blacks in the colonies increased, so did concern about their alcohol consumption. This problem was handled by specific legislation within the individual colonies. Although the laws in the various colonies differed, the overall intent was that blacks and Indians were too irresponsible to be allowed to drink spirituous liquor. Blacks were forbidden to drink liquor without the permission of the master. One by one the colonies restricted the sale and use of intoxicating beverages to blacks. Even free blacks were restricted from purchasing liquor (Larkins 1965). One has to consider that these laws and restrictions were made by whites who themselves had a tradition of violence and boisterousness as a result of heavy drinking and drunkenness. These laws may have been no more than whites projecting their insecurities about alcohol abuse and irresponsible behavior to blacks.

There were, however, instances in which the use of alcohol by blacks was encouraged. Herbs and alcohol were mixed and used for medicinal purposes. During the holidays, drinking was allowed, but only on the master's plantation or property. The holiday drinking served a twofold purpose. First, it portrayed the master as benevolent because he usually supplied the liquor to the slaves for the Fourth of July, after harvest, and at Christmas. Secondly, the slave who was drunk had no idle time to think about running away. The master was also involved in festive celebration and had little time to keep close check on his slave quarters (Franklin 1968).

Pre-Civil War Period

Through the pre-Civil War Period, fear of uncondoned black drinking was closely associated with fear of rebellion. The Denmark Vesey Uprising in South Carolina and Nat Turner's Insurrection in Virginia led to further repressive controls on blacks throughout the South. Some historians believe it is noteworthy that many of the new laws were directed at the use of alcoholic beverages. At the time, America was rapidly developing social stereotypes. Public drinking became associated with disorder and lawlessness; socalled low and subject or formally subset classes were considered irresponsible, prone to childlike behavior, and seen as threats to the order and decorum of a middle-class society. It was ironic that the middle class, themselves, were searching for their own proper standards of behavior at this time (Littlejohn 1972).

Reconstruction Days

During the early years of Reconstruction, contemporary descriptions of post-war blacks were very negative. Blacks reacted to emancipation just as any newly freed group would have reacted. Many began to test their freedom by doing all of the things denied to them earlier and refusing to do the things they had been forced to do. As an expression of freedom, many blacks left the plantation to travel and see the country; others tested the new freedom by consuming alcohol whenever they wanted.

As a result of blacks expressing this new freedom, many contemporary writers of the time interpreted this post-Civil War behavior as irresponsible. These descriptions and interpretations have been accepted over the years, resulting in the creation of a stereotype of blacks as people who drank to excess, refused to work, and were dangerous when drinking.

However, one must view these reconstruction descriptions of black post-war drinking within the proper context. Most widely accepted descriptions of post-war blacks were written by the New England missionaries and Freedmen's Bureau officials who went South to help the ex-slave. Well meaning as many were, their writings were influenced by their own puritanical and moralistic views. To these people, drinking by anyone was irresponsible, abstinence was the rule for responsible people. These whites also believed that the major difficulty in handling the drinking problems of the entire South depended upon their controlling drinking by blacks.

As considerations of the controlling whites about the political usefulness of blacks were pulled first one way, then another, depending upon self-interest and shifting political conditions, blacks themselves developed contradictory views about the use of alcohol. They saw drinking as a symbolic opportunity for escape as well as a way to relieve fears, remove self-doubt, feel omnipotent, and unaccountable, and more importantly, be the peer of any person.

Migrations North

As the great migration from the South to the North began at the turn of the century, blacks were still using alcohol for ceremonial celebrations—weddings, funerals, wakes, christenings, and holidays. Weekend partying was a major leisure-time activity for people who worked very hard at sharecropping or tenant farming. This weekend drinking was comparable to the use of palm wine by Africans to relax at the end of a workday.

With the move to the North, the neighborhood tavern, along with the church, became the center of social activity. The tavern was a meeting place for the men in the neighborhood to unwind after a hard day of work. It was a place to meet and talk with friends. It was a place of entertainment. One could listen to good black music—jazz and blues. Men could meet women, dance, drink, and have fun.

Black literature, especially that from the Harlem renaissance era, often describes the amiable atmosphere of the black neighborhood tavern, nightclub, or speakeasy. The tavern was sometimes a meeting place for black artists, was a forum for political activists, and served as a captive audience for young singers, dancers, and poets who auditioned before the tavern patrons. Many famous black entertainers from the 1920s and 1930s began their professional careers in a neighborhood bar.

Emergence of the black tavern and nightclub as a meeting place and focal points for much of black social life in this era occurred for several reasons. Segregated housing was most often cramped, providing little opportunity to gather and socialize. Further, other laws that discriminated against blacks created the need to band together and support black political causes as well as other aspects of black life. Laws restricting alcohol use by blacks in public bars and restaurants were another factor. Some of these remained in force well into the 1960s. For example, a State of Maryland public accommodations law allowed proprietors of restaurants and taverns to deny service to blacks if more than 50 percent of the total volume in sales resulted from the sale of alcohol (West Maryland Law Encyclopedia 1979).

The Legacy Today

With this historic pattern of outside control—from restrictions by slave owners to segregation laws—it has been particularly difficult for low-income black communities to develop internal controls, restraints, and norms for moderate drinking.

Indeed, many within the black community still see alcohol as a form of modern-day enslavement, one which is fostered as a mechanism for maintaining control of the black community. For them, any kind of substance abuse, be it alcohol or drugs, is destructive to individuals—substance abuse-related homicides, assaults, accidents, illnesses—and destructive to black society because it diverts black energies, numbs the sting of discrimination and frustration, and interferes with the overall progress of black America.

In addition to the legal restrictions placed on drinking, religion has also been a mechanism for controlling alcohol use. Historically, blacks have been conservative Protestants (with admixtures of African, Caribbean, and Indian beliefs) and against alcohol. In recent years, this religiously motivated view of drinking has been reinforced or replaced by Black Muslim ideology that also supports abstinence. With regard to youth in particular, research shows that when some youngsters from an abstinence background drink, they tend to drink heavily. The reason seems to be that there are no moderate drinking role models in the experience of these youth. These remarks are not intended as a criticism of abstinence, but rather to place this approach in perspective with other drinking practices prevalent among blacks today. Abstinence is a viable alternative that should be considered in teaching responsible decisionmaking about drinking.

While a proportion of black people are involved with substance abuse-related crime, illnesses, and frustrated job opportunities, a significant proportion of blacks drink without problems. These drinking practices have their roots in the black man's African past. Drinking was not a major social problem among blacks; rather, these problems have great concern today in association with other contemporary problems—poor housing, crimes committed by blacks against blacks, unemployment.

These historic and cultural factors at work in low-income black communities—especially the lack of ground rules for moderate drinking—present distinct challenges for those concerned with black youth and alcohol abuse prevention. They also provide a compelling argument for black prevention programs to be designed by people within the black community.

Drinkers and Nondrinkers

A variety of drinking behaviors and practices have emerged among black communities that may have significance in planning prevention strategies. Several are directly related to the historical background of American blacks as discussed in the previous section.

It is important to stress, however, that there are variations of alcohol use among blacks, by socioeconomic status and region. Also, many characteristics are not restricted to blacks or even minorities, but can be found among other groups as well. Following are some findings from research on cultural patterns of drinking among blacks.

- Blacks tend to be group drinkers, drinking with friends and relatives as opposed to drinking alone.
- Blacks tend to drink more frequently and heavily during the weekends, probably because of tradition, Friday paydays, and time off from work on weekends.
- Street drinking is a social custom, with many blacks drinking on street corners, outside liquor stores, in automobiles, and in front of homes and stores.
- Blacks frequently use alcohol to facilitate conversation, celebration, and sexual activity.
- Blacks are status-conscious drinkers, often giving attention to brands of liquor and the price. (Although blacks are approximately 11 percent of the population, they purchase over 30 percent of the scotch.)

- A majority of black women are nondrinkers (51 percent), reportedly because of family responsibility, financial difficulties, and religious and family views opposing female consumption.
- Blacks generally are less likely to view alcoholism as an illness and are slow in confronting excessive drinking as a problem requiring professional help (Fletcher 1979).

Black Americans as a group have a higher rate of abstainers and a higher rate of heavy drinkers than whites. Generally, heavy drinking is especially prevalent among black urban communities, among black men, among poor blacks, and among various rural black communities where bootleg liquor, taverns, and package stores are accessible (Harper 1976).

Beyond these generalized statements, little analysis has been made of alcohol use and abuse in terms of cultural norms, values, and beliefs, and of socioeconomic and regional differences. There are limited research data on blacks. Substantive information about the extent and nature of alcohol use in low-income communities is lacking. The dearth of information about black alcohol use is starkly illustrated by Harper's review (1977) of alcohol articles cataloged from 1944 to 1974. Only 11 of 16,000 studies dealt directly with black alcohol use.

Black Youth—Coping and Drinking

For many of America's black youth living in urban ghettos, alcohol is an integral part of daily life. It represents a way of coping in a world of limited options, frustrations, high unemployment, low achievement, dependency, and few prospects for change.

Drinking Patterns and Problems

A review of current literature, however, yields some relevant information that provides a tentative step toward understanding the problem. Surveys of black high school students generally indicate that they have lower levels of alcohol use than whites and most other racial/ethnic groups, regardless of school or socioeconomic status, region of the country, and ghetto residence. Nevertheless, a national stratified survey of 13,122 adolescents in grades 7–12 reported that, of the 930 black respondents, 59.1 percent were drinkers with 5.7 percent of black adolescent males designated "heavy" drinkers, and 22.1 percent of adolescent black males and 9.7 percent adolescent black females designated "moderate/heavy" drinkers (Rachal et al. 1975).

Alcohol consumption among black women reflects the general trend: approximately 51 percent of black women do not drink, while of those who drink, a large portion drink heavily (Cahalan and Cisin 1968). Among inner-city black youth (12–15 years old), more girls than boys reported drinking (Brunswick and Tarica 1974).

The principal problem for black youth is not alcoholism or severe alcohol involvement, but the negative consequences of intoxication, including disturbed interpersonal relationships, impaired school or job performance, accidents, property damage, aggression, and violence. Heaviest consumption for blacks occurs between the ages of 18 and 34 years, with many heavy users reporting that they had their first experience with alcohol before the age 10.

Health. Although black adolescents have been shown to have lower levels of drinking than whites, health problems are known to exist. A link between drinking and poorer health was reported in a 1974 study of health correlates among urban black adolescents aged 12 to 17 years. The highest frequency of occurrence of health problems was among older girls and younger boys (Rachal et al. 1975).

Moreover, black urban dwellers seem to be at high risk for death from cirrhosis of the liver, a condition highly correlated with alcohol. Although the relationship between alcohol and cirrhosis is complicated by such factors as general level of health and nutrition, mortality rates are significantly greater for the younger men and women of urban black populations, rising to over 10 times that of equivalent cirrhosis mortality rates for white youth 25 to 34 years old (Malin et al. 1978).

For black adolescents, drinking is related to lifestyle, behavior, and attitude. One of the few studies on urban black youth, drinking, and health gives insight into teenagers' sense of well-being and the future: approximately one fourth of the boys and girls in this Harlem study said they expected death by violent means; about 30 percent said they worried about the future; approximately 15 percent said they often think of dying; and over one-fifth of them reported problems with sleeping (Brunswick and Tarica 1974).

Delinquency and Crime. In the area of delinquency, alcohol seems to be implicated for some youth regardless of race or ethnicity. Delinquent youth report high levels of drinking problems. When compared with nondelinquents, several studies show a relationship between level of drinking or drinking problems and seriousness of delinquent behavior (Roizen 1979). Over 38 percent of black inmates convicted and jailed for drunkenness, vagrancy, or disorderly conduct charges were under 20 years of age (Hartsock et al. 1979).

Although it is unlikely that alcohol will be found to be more important as a cause of crime than unemployment, failure in school or family disorganization (Roizen 1979), there is evidence of a relationship between alcohol and crime for blacks.

According to national figures, in well over 50 percent of homicides, alcohol is implicated. This pattern seems to cluster among blacks. Most of this violence is among young people and most of it is black against black.

Besides death, alcohol-related violence takes the form of injuries incurred in fights, knifings, shootings; overt violent crimes, such as rape; alcohol-related motor vehicle crashes; child abuse; vandalism; and aggressive and disruptive behaviors.

In a recent study of males 11 to 18 years of age, who were residents in a short-term detention center, Blane (1979) found that 35 percent of the blacks were problem drinkers. Similarly, the largest and most recent prison study carried out by the Law Enforcement Assistance Administration (the 1974 census of prisoners) showed that between one-third to one-half of all crimes had been committed by drinking offenders (Roizen 1979).

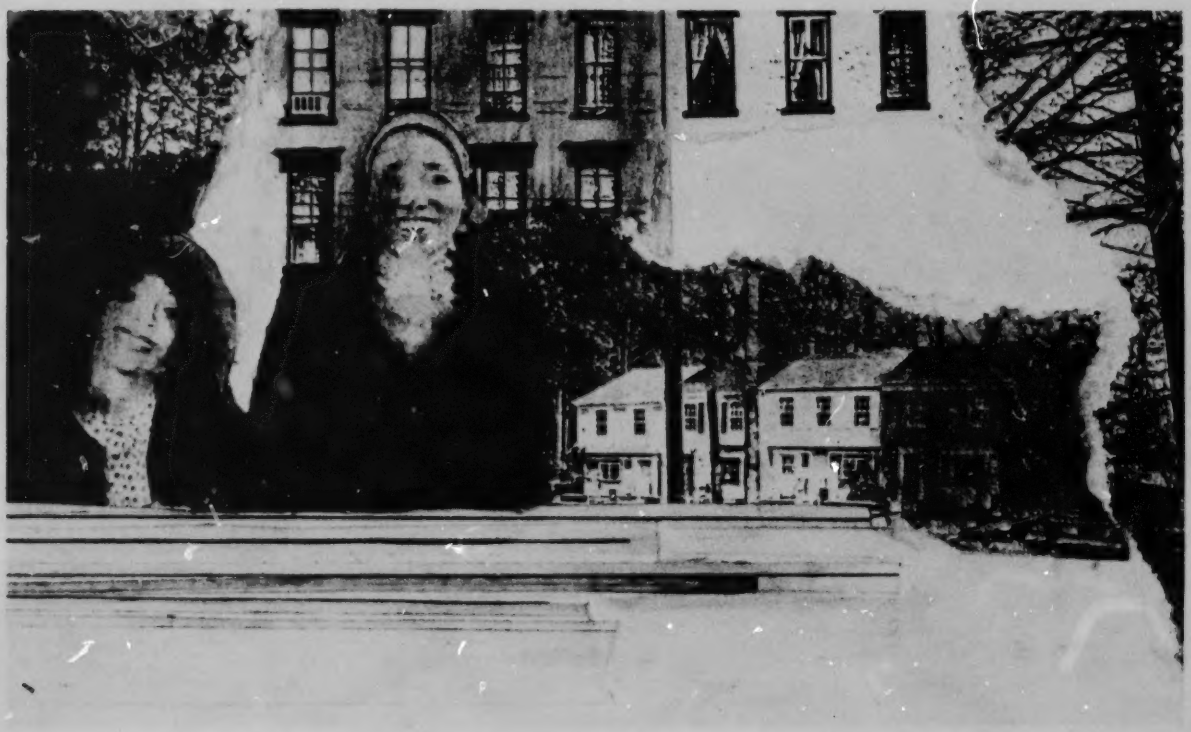
Summary

Long before the Europeans reached the continent of Africa, blacks had established traditions that governed the use of alcohol as a part of their regular diet, for festive occasions, and for medicinal purposes. When they came to America, they continued to use alcohol responsibly. The period of slavery brought with it controls that specified the time and place that blacks could drink alcoholic beverages. From that point on, numerous other external restrictions were put on black alcohol use from pre-Civil War laws to segregation laws. In many instances, lack of opportunity to develop models of moderate drinking behavior has had a significant impact on black youth. While many black adolescents encounter no difficulties, there are a signficant number of others experiencing alcohol-related problems—conflicts with the law, health affects, household accidents, including fires. Helping these individuals to make responsible decisions about alcohol is closely tied to helping them build futures that provide opportunities to develop to their fullest potential. Community-based and designed alcohol prevention programs are a means to do this.

Blacks and Alcohol: Significant Dates

1619	First blacks brought to Virginia colony.
1700	Triangular trade routes use liquor in trade for slaves.
1730	Era of tavern as place of social intercourse.
1750	Laws restricting alcohol use by blacks enacted.
1774	Boston Massacre—Crispus Attucks, drunken sailor, killed.
1778	Black church, African Methodist Episcopal (AME), begins.
1800	Anti-slavery movement begins.
1823	Founding of Liberia—first back-to-Africa movement.
1831	Nat Turner's revolt increases restrictions on blacks drinking, using firearms, and learning to read.
1832	Abolitionist movement led by sober people.
1865	Black codes enacted, restricting use of alcohol and possession of arms.
1879	First migration of blacks to American West.
1906	Death of Paul Lawrence Dunbar, known alcoholic and famous writer.
1914	Beginning of black migrations north.
1920	Prohibition and Jazz Age—era of speakeasies and Harlem Renaissance.
1933	Repeal of Prohibition.
1950	World Health Organization and American Medical Association recognize alcoholism as a disease.
1963	Maryland Public Accommodations Bill enacted.
1966	National commission recommends public health approach to alcoholism.
1970	Comprehensive Alcohol Act authorizes Federal funds for alcoholism treatment.
1975	Increasing awareness of alcoholism as a black community problem.
1980s	Beginning of prevention strategies in black communities.

Chapter 2
Approaching the Problem



The purpose of this chapter is to help black youth develop positive attitudes and behaviors around alcohol use. After reading this, you will:

- Understand what alcohol abuse prevention is
- Be able to list at least four reasons why some black youth try alcohol
- Know what a prevention strategy is
- Understand the difference between alcohol-specific and nonspecific strategies
- Be aware of recommendations from black experts/prevention planners regarding the planning of culturally specific alcohol programs for black youth
- Be able to list nine alcohol prevention strategies that can help youth develop more positive attitudes and behaviors about alcohol use

Overview

Approaching the problem of alcohol abuse among black youth begins with some of the same elements that apply to youth in other ethnic groups. The difference, however, is in certain issues that affect black people in general, such as high unemployment, and have a significant impact on youth. Also, unique to blacks is a rich cultural history, with roots in Africa, an important consideration in helping youth build self-pride so essential to fostering positive drinking behaviors. In addition to discussing the role of black culture, this chapter also explains prevention theory and current ideas on why young people choose to drink, including the influence of value systems, role models, and the media. Finally, nine prevention strategies suitable for use with black adolescents are described. These activities range from exploring black history to producing alcohol-related television shows and developing problem solving skills.

What Is Prevention?

To prevent something is to keep it from happening. As it is used in this book, prevention refers to taking actions that will change harmful drinking practices. Such actions may be taken by the individual, as well as by the community as a whole. The purpose of prevention, then, is to increase the likelihood that individuals who do drink will develop drinking behaviors that are personally and socially healthy. Appropriate drinking and appropriate situational abstinence can be taught through activities that provide youth the opportunity to:

- Enhance self-esteem
- Develop a sense of purpose
- Promote respect for self and others
- Promote individual dignity
- Develop personal and social skills necessary for effective functioning in society
- Avoid alcohol-related problems

The goal, then, is to affect youth by developing healthy attitudes that will in turn change behavior. Of equal importance is information on alcohol, its effects, and the role it plays in the life of an individual and in the individual's community. These two components together can aid youth in making decisions about alcohol use. Since drinking really is a normal experience of life, it should not be viewed as deviant behavior; offering information from a moralistic point of view is not likely to produce healthy drinking attitudes.

Alcohol abuse prevention is concerned with providing alcohol information to a wide variety of groups and individuals, including those who may not be experiencing any alcohol-related problems at the moment. Young people who do not habitually abuse alcohol are among this target group. Unfortunately, there are other persons, some of them adolescents, who may be involved with alcohol to a greater degree. They may exhibit:

- **Nonsevere drinking problems** that interfere with a person's expected or chosen role, but do not prevent that person from carrying out the basic functions of life. Examples include sleeping through classes the morning after a drinking party, family friction about a teenager's drinking habits, tardiness, or lack of concentration on the job.
- **Severe drinking problems** that hinder the person from carrying out the basic functions of his/her role. Examples include the inability to attend school, regularly hold down a job, or sustain meaningful relationships with peers, as a result of heavy drinking or dependence on alcohol.

All these groups—those with no problems, those with nonsevere problems, and those with severe problems—are potential targets for alcohol abuse prevention efforts. Deciding on appropriate ways to reach these groups calls for some basic information on why young people drink and in particular, what special forces encourage drinking among black adolescents.

Understanding Drinking Behavior

The motivations for drinking by young people are not fully understood. Experts offer various explanations such as peer pressure and a youth's need to make independent decisions about one's life, including alcohol.

What forces and influences are operating that encourage an adolescent to value drinking as a desirable behavior? Some possible explanations include:

- The youth's value system
- The influence of role models
- The influence of the media
- Other factors such as unemployment and easy access to liquor

Value Systems

One's value system may be an influence. A value system, the sum of forces and influences that shape a person's life, are important to understand when planning a program. Part of that value system is the image that drinking creates for some youth.

A value system is composed of standards developed as a result of information acquired during childhood and adult life. Youth can accept, reject, add to, or subtract from these standards. Role models are the key to the development of these standards. People as well as sets of events give youth examples to emulate. These examples prove to be a positive or negative influence on the final character and behavior of young people. Helping youth build positive value systems is a part of building self-pride in the individual as a member of a distinct cultural group.

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Role Models

Current research suggests that teenage drinking is one of many acts that marks the transition to adulthood. Drinking by youth therefore may be a learned and predictable aspect of behavior in a drinking society (Donovan and Jessor 1978). If this theory is correct, then we must consider reasons for youth's drinking to be similar to those for adults. These include: (1) to relax and have fun, (2) as part of a social function (something to do), (3) to be part of the crowd and therefore accepted by peers, (4) to release inhibitions, and (5) to cope with anxiety, pressure, or conflict (Blane and Hewitt 1977).

Although research information on alcohol and blacks is limited, black alcohol experts generally agree that as black youths mature, they need positive adult role models. Models come from many sources—the street, the home, the church, schools, social service agencies, the media, and a variety of other sources. Since some of these are negative, especially those on TV and other communication channels, youth must be exposed to positive role models for counterbalance.

The Media

Media messages in magazines, on billboards, and on TV associate alcohol with maturity, glamour, and sophistication. Liquor advertisers in 1975 spent $1,846,910 for 136.91 pages of advertising in *Ebony Magazine* to promote the use of various beers, wines, and liquors by the black consumer. The intent of these expensive ad campaigns is to create a desire for liquor. Slick looking black models are used in ads that convey an image of success and "having made it." These ads play on the unconscious desires of people, black youth in particular, to be somebody. These ads create the illusion that liquor will bring strength, success, glamour, wealth, and sexual conquest.

The TV industry also does its part to contribute to the image that alcohol is a necessity of life. In prime time television entertainment programs, drunkenness is often portrayed as humorous. The good-natured drunk provokes laughter through slow and incoherent speech and disoriented behavior. These are a few of the subtle messages that television offers to youth. The images portrayed say that alcohol use is okay—an accepted part of the American way of life.

According to an article by John Dillin of the *Christian Science Monitor*, alcoholic drinks are featured in 80 percent of TV network prime-time shows. In some cases as often as every 8 minutes, alcoholic beverages are drunk, poured, shown on the screen in various other ways, or mentioned by performers. In the programs that depict real life situations, such as soap operas, characters turn to alcohol to relieve the stress and personal conflicts they may be experiencing as a part of the plot. Alcohol is portrayed as a problem solver.

Other Influences

In addition to the media, other influences significantly affect how black youth see themselves. These influences—high unemployment, abundance of liquor stores in black neighborhoods, the constant "drunk" on the corner—daily reinforce negative self-images and the condition of black oppression in the United States.

Unemployment is the number one problem adults cite as a black community priority. Alcohol and drug abuse in black lower-income communities is a coping response to unemployment, poverty, and all of the accompanying social and economic derivatives. Black youth are forced into idleness by the lack of jobs available to them, thereby, "hanging on corners" and drinking or abusing drugs becomes "something to do." Dr. Benjamin Whitten, Vocational Education Director, Baltimore City Schools (1976), reveals that:

> *Youth who graduate from high school are eager to find jobs and work at improving their marketable skills. However, constant disappointments created by a lack of job opportunities over a period of two or three years cause black youth to develop an unemployed lifestyle. They become accustomed to not working and after some months or years, stop looking for work.*

If Dr. Whitten's observations are correct, it is probably during this period of developing an unemployed lifestyle that youth between the ages of 17 and 22 develop their pattern of heavy drinking.

Liquor is easily obtainable, a factor contributing to youthful alcohol abuse. Impact studies indicate that in low-income black communities the liquor outlets are more prevalent than in any other places throughout most urban areas.

A frequent phenomenon of lower-income black neighborhoods that may produce a negative self-image is the constancy of the "drunk" in the gutter, on the corner, or sleeping in a doorway. Youngsters on their way to elementary school daily confront the neighborhood "drunk." The "drunk" is so much a part of the fabric of the low-income neighborhood that the individual becomes almost invisible to those who live there. Existence of this person, however, does have an affect on neighborhood youngsters. In low-income areas, the "drunk" is the alternative model to abstinence. Further, the community often becomes insensitive to this daily figure because there are other priorities—economic survival.

A recent study of adolescents that included a small sample of black youth showed that drinking among these adolescents was often associated with low self-esteem, a sense of powerlessness, poor interpersonal and social skills, poor academic or vocational performance, negative peer pressure, and poor family relationships (Nowlis 1979). The social and economic conditions that blacks experience in America can also be offered as an explanation for using and/or abusing alcohol. Intense feelings of oppression often lead to a search for escape through whatever means are available. Sometimes that escape is through alcohol.

Youth Alcohol Abuse: A Serious Problem

Alcohol abuse by youth is a serious problem in the United States. It is estimated that 3.3 million youth are problem drinkers and, therefore, encounter alcohol-related problems. Youths, themselves, define these problems as getting into trouble with teachers or principals and getting into difficulties with friends. Youth and young adults are often agents as well as victims of the estimated 46,000 motor vehicle fatalities that are alcohol related.

In a national study of black men under 20 years of age, 25 percent of those committing crimes against property had been drinking, and 30 percent of those committing crimes against persons had been drinking (Roizen 1979). More research studies are needed on the drinking patterns of black youth, particularly those that are designed and directed by black researchers. Lack of data discourages us from drawing any concrete conclusions and developing suitable programing. Efforts to help black youth, however, cannot wait for the results of further studies. It is essential to begin now and take action to change destructive drinking behaviors.

Changing Drinking Behavior

Many successful youth prevention programs have developed prevention strategies (see "Ongoing Prevention Programs" in chapter 5) or ways to change the behavior and attitudes necessary to lessen the incidence of alcohol-related problems. Such strategies attempt to help youth to see beyond their present situation and help them to focus on the broader issues of life and the future.

Prevention Strategies

A strategy is an action, set of actions or activities, that is used to reach a specific goal. Alcohol prevention strategies are actions taken to keep harmful drinking behaviors from occurring.

Traditionally, two kinds of prevention strategies have been employed at the community level: alcohol-specific strategies and nonspecific strategies. Although neither approach alone has definitely proven successful, it does appear that programs that combine both specific and nonspecific strategies have the greatest likelihood of affecting drinking behavior.

It should be noted here that not all the material offered in the remainder of this chapter is culturally specific; rather, it is based on information drawn from long established prevention efforts geared to youth in general. Because these strategies have been successful, planners of black youth prevention programs are advised to look at suggested strategies and adapt them for use with their particular target groups.

Alcohol-specific Strategies

Alcohol-specific strategies deal directly with alcohol or drinking to influence what people drink, how much, how often, when, why, where, or even the way they drink (sipping vs. gulping, for example). The following examples are specific strategies that might be used to minimize alcohol abuse:

- Providing alcohol education in the schools
- Sponsoring alcohol education programs using peers
- Promoting of peer social groups and attitudes that oppose drunkenness, driving when drinking, and other dangerous behavior
- Encouraging of responsible role modeling by parents and others who drink
- Conducting alcohol-related film festivals/symposia/conferences
- Examining of alcohol-related laws/legislation to see how potential modification might decrease alcohol-related problems
- Providing of substitute environments for youthful experimentation with alcohol, such as teen activities
- Training bartenders to expand their helping role as listeners and referral sources for all types of problems
- Developing programs designed to keep intoxicated persons from driving

- Developing public awareness campaigns to limit the numbers of alcohol ads and billboards in the community
- Supporting zoning restrictions to remove bars and taverns from the proximity of schools and churches or to lower the density in the community
- Organizing community efforts to counter media glamorization of alcohol consumption

Particularly in the black community, strategies must directly counteract negative influences, such as numerous alcohol ads, the incidence of taverns and bars adjacent to schools and churches, and the availability of alcohol in grocery stores (Dawkins 1979). All alcohol-specific strategies call for clear and concise information on the debilitating effects that alcohol use/abuse has on the stability of the individual and the community. Such information is needed for planning youth programs, training bartenders as helpers, or holding alcohol-related film festivals or conferences. The content of the information should include the physical and psychological aspects of alcohol; common myths and misconceptions about alcohol; signs of alcohol abuse and how to recognize the signs in self and in others. The progressive stages leading to alcoholism, as well as ways to get help when needed, should also be included.

To assure that youth are able to relate to the information, it should be written in language they can easily understand. Black heritage, culture, and the history of alcohol use and abuse among blacks as a whole, and in the particular community, are also important. Information on the availability of and accessibility to alcohol locally is also needed for planning ways to positively influence youthful drinking.

Nonalcohol-specific Strategies

Nonalcohol-specific strategies attempt to influence drinking patterns and drinking behavior indirectly. They do not deal directly with alcohol, but rather with the broader aspects of living. Nonspecific strategies include offering alternatives to drinking and attempting to facilitate interpersonal relations. Strategies that are nonalcohol-specific include:

- Values clarification and related activities to improve decisionmaking ability by young people
- Assertiveness training
- Projects aimed at developing coping skills
- Projects that teach alternative methods of relaxing, for example sports/recreation, TM, yoga
- Projects aimed at increasing creative skills and learning to communicate and deal more effectively with others
- Job-finding skills
- Job training skills
- Provision of comfortable settings for youth to interact with adults on a nonjudgmental basis
- Development of peer counselor programs to assist young people with personal problems
- Improvement of economic, cultural, and other qualities of life in the community
- Increase in opportunities for recreation and other alternatives to drinking
- Programs to enhance the skills youth already have
- Programs to make the educational system more responsive to student needs
- Increase in opportunities for social interaction between youth where alcohol is not involved

Regardless of what strategies are chosen, two important factors should be kept in mind:

Involvement of youth is crucial in all stages of program planning, implementation, and evaluation. Serious input by young people not only lends credibility to a program, but will also contribute fresh thinking and creativity.

Prevention strategies should be designed to influence as much of the total environment as possible. Because alcohol use and abuse are intertwined with so many aspects of life (home, school, media, advertising, law, the economy, and the community), any strategy limited to a single element, such as home or school, can achieve only limited objectives. The most meaningful strategy is one that promotes responsible behavior around the use or nonuse of alcohol among the young and reduces the personal and social damage associated with inappropriate usage.

Alcoholism and Its Place in Youth Prevention Projects

In addition to issues of specific versus nonspecific strategies, as appropriate for use in youth alcohol prevention programs, experts who design programs advise that emphasis on alcoholism and medical or physical symptoms is not productive. Alcoholism, as it is used here, refers to recurring drinking problems severe enough to interfere with daily living.

At the 1976 Forum of the National Council on Alcoholism Workshop on Alcohol and Youth, Dr. Don Cahalan suggested that, for teenagers, problems with alcohol are usually related to events, such as accidents and encounters with the law, rather than to physical conditions such as a deteriorating liver condition caused by excessive drinking. He urged those working with young people to pay more attention to the specific drinking problem or disruptive behavior than to predictors of alcoholism or medical symptoms. Actually focusing on drinking behavior initially may be detrimental because alcohol is not part of the youth agenda. Youth, for the most part, are concerned about the problems of growing up, parents, siblings, and peers.

Dr. Robert Strauss, College of Medicine, University of Kentucky, in *Alcohol and Society* (1973), distinguished between problem drinkers responding to needs within themselves and those responding to needs that stem from the social and cultural setting in which they drink. He suggested that most young problem drinkers fall into the latter category and noted that as long as the pressures to drink "too much" are outside the individual, strategies for prevention that stress alcoholism are not useful.

The Boys Harbor Alcohol Education Program, an alcohol education program serving minority youth in New York City, concludes that the principal problem for youngsters between the ages of 15 and 24 is not alcoholism nor severe alcohol involvement, but the negative consequences of intoxication (NCALI 1977).

Dr. Gail Milgram, Rutgers Center for Alcohol Studies, stressed that, in a program that deals with drinking in the broader context, young people who are not having problems will be exposed to information that is relevant to them and young people who are having problems will be more easily able to identify their problem behavior without having to accept a label of alcoholism.

Putting Prevention to Work for Black Youth

So far, this chapter has discussed the concept of prevention; understanding drinking behavior in terms of value systems, role models, and other influences; and changing drinking behavior through alcohol specific and nonspecific strategies. The remaining pages present strategies that can be used to assist black youth in making decisions about alcohol.

Programming Strategies for Black Youth

As noted earlier, little formal research has been done on alcohol prevention programs for black youth. However, a wide range of recommendations and ideas on designing programs have come from persons who have worked with youth, and others with backgrounds in black history and social problems and issues affecting blacks today.

Ron Karenga, in cooperation with the Institute for Positive Education, has developed a black values system approach that can be useful as a foundation for a black alcohol prevention program. The principles may be used in a number of ways in an alcohol prevention education program for black youth. It may be adapted to meet special needs. It is a beginning, a theoretical framework, and a system to which blacks can quickly relate. It is culturally specific and youth as well as community oriented.

- Umoja (unity): To strive for and maintain unity in the family, community, Nation, and race.
- Kujichajulia (self-determination): To define ourselves, name ourselves, and speak for ourselves instead of being defined and spoken for by others.
- Ujima (collective work and responsibility): To build and maintain our community together and to make our brothers' and sisters' problems our problems and to solve them together.

- Ujama (cooperative economics): to build and own stores, shops, and other businesses, and to profit together from them.
- Nea (purpose): To make as our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.
- Kuumba (creativity): To do always as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than when we inherited it.
- Imani (faith): To believe in our parents, our teachers, our leaders, our people, and ourselves, and the righteousness and victory of our struggle.

Other experts have offered the following advice:

- **Importance of Black History/Culture.** Programs achieving the greatest success have adapted a culturally specific, alcohol-specific education model that focuses on the individual and his/her environment. Black history, self-awareness, and values are all integrated into a broader framework focused on a citizen in a multicultural pluralistic society. Cultural identity is an important aspect of the alcohol education program. There is and there should be sensitivity toward the language and terminology used to connote a racial or cultural heritage, religion, or color.
- **Building Positive Self-Concepts.** An alcohol education program for black youth must implement strategies that will provide opportunities for these youngsters to discard negativism. True, many of them have been hardened by the reality of their lifestyles, but it is possible to help them see beyond the present and set positive goals for the future. What is important is changing their attitudes about themselves and getting them involved in meaningful activities.
- **Emphasis on Survival Skills.** The process of the program must teach survival skills such as problem solving, decisionmaking, and valuing. It is important to point out to black youth that everyone has problems. There are problems connected with jobs, school, family, and with living in general. When the problems are erased, living does not exist. Living is problem solving. The issue is not how many or how big the problems are, but learning how to find solutions.
- **Sensitivity to the Special Issues of Adolescence.** Prevention programers should be in touch with some of the lessons learned in the youth movement. For example: What are the most important issues in the lives of young people? Whom do they visualize as their friends? Whom do they see as their enemies? All of these questions should be answered before starting a program.
- **Providing a Balance of Specific and Nonspecific Strategies.** Youth need knowledge about the positive and negative aspects of alcohol as well as specialized skills for making choices about drinking and the other important issues affecting them. Specific alcohol strategies, such as alcohol education information, and nonspecific strategies, such as decisionmaking skills, are ways to accomplish this.

How program planners can take the topics discussed above and put prevention to work in programs for black youth is outlined in the following pages. Each prevention strategy begins with background on why it is important and is followed by a description of the specific activity.

Strategy 1: Cultural Approach

Background. What purpose does culture serve in an alcohol prevention program? Ever wonder why individuals drink the way they do? Or why some people don't drink? Why Abdul Sabazz or Reverend Johnson emphatically denounce alcohol? How may groups drink only at certain times, for example dinnertime, weddings, funerals, Christmas or bar mitzvahs?

Much of what people do is influenced by culture. This is supported by many anthropological studies such as: Vernon J. Dixon's explanation of cultural world views; Edward Sapir's study of the relationship between language and culture; Ruth Benedict's studies of culture and personality; and Frederic Harper's discussion of alcoholism and the black community. This research shows that cultural factors influence, not only language and personality, but also whether, how much, and why a person drinks. Such evidence make a firm case for the development of culturally specific alcohol prevention

programs. An understanding of the uniqueness of black culture is necessary if effective cultural-specific prevention efforts are to make an impact on black adolescents and their communities.

Activity. The cultural approach to alcohol prevention stresses black heritage and a sense of pride in one's self. Projects of this nature should:

- Provide factual information about the country from which one's parents or ancestors came
- Provide for identification with a civilization or historical epoch during which one's family and ancestors were free of cultural domination by conquest or exploitation
- Use terms that arise out of people's pride in their heritage or in their present struggle for justice
- Use terms that allow the individual to transcend a period of history when the dominant society used polite language, such as colored, or similar terms
- Use peer-respected terminology, recognized slang or jargon
- Provide factual information that eliminates stereotypical images

One approach to exploring black history is to form a cultural study group. A product of the "black pride" movement of the 1960s, cultural groups still have relevance in providing black youth with a sense of pride, heritage, and positive role models. Activities that focus on Afro-American or African history, including language, power structures, dance, music, art, family traditions, and other cultural forms, help create a sense of identity, pride, and personal integrity.

While learning about black history, black youngsters can also build skills in conducting historical and anthropological research in local libraries or universities. There are a number of alcohol-related topics that can be included in this cultural exploration.

Following is a beginning list:

- How did the use of alcohol change in America during the years 1600–1980?
- How was alcohol use encouraged/discouraged among blacks during the years 1600–1900?
- What elements of appeal are used in liquor advertisements in the black community?
- Are there two sets of social standards in regard to alcohol use/alcoholism treatment, one for men and another for women?
- What associations are there between alcohol use and various religious groups?

Strategy 2: Other Cultures

Background. Studying other cultures provides youth an opportunity to gain new knowledge to help them establish their own ground rules for alcohol use. Other cultures, such as the Judaic and fundamentalist Christian, have developed traditions of alcohol use that differ from blacks. These and selected others historically have had low consumption rates. Information of this nature may stimulate discussions on transferring certain aspects of these cultures to black communities.

Activity. The youth participating in an alcohol prevention program can carry out library research to investigate these cultures, or program staff can research the topic and design arts and crafts projects or conduct discussion groups. The following suggestions may help you to begin planning in this direction:

- Determine which mood-changing chemicals are legitimate within the black community; as background material, find information on the following cultural practices:
  - —Orthodox Jews allow wine only
  - —Orthodox Muslims allow no mood-changing chemicals
  - —Many fundamentalist Christians allow no mood-changing chemicals
  - —American Indians allow peyote, mescaline, psilocybine, and alcohol (i.e., beer)
  - —Lo Bir Africans drink only beer

- Establish rules on how legitimate chemicals should be used:
  - —When is legitimate use permitted?
  - —Where is legitimate use permitted?
  - —What occasions are legitimate for use?
  - —What behavior is legitimate while using these chemicals?
- Establish clear methods of communicating the rules, for example, through family, church, black media, and schools
- Determine community ownership by establishing clear accountability systems within the black community and by identifying consequences of ignoring/disobeying established rules (Bell 1979).

Strategy 3: Life Skills/Survival Skills

Background. Because black youth are often confined to their communities, they lack knowledge of and exposure to the majority community, often making any contact frustrating, intimidating, or frightening. Lower-income youth, however, do have a cadre of skills which they developed through necessity. Many of these youngsters assumed adult responsibilities when they were very young. Some have complete charge of younger brothers and sisters, do economical grocery shopping with food stamps, manage households while their mother works or is absent from the home. Many youngsters take on this responsibility as early as age six. So, black youth do have a base of knowledge for learning coping and survival skills.

Activities that expose youth to the structure, functioning, and expectations of wider society can often be combined with existing skills to help them function optimally in their own community. Life skills/survival skills include learning about themselves, their neighborhoods, handling problems, and making decisions.

Activity: Neighborhood Awareness. Life skills can be developed as youths build a better awareness of their neighborhoods and themselves. Ways to do this are:

- Planning field trips to: local government offices to learn how municipal services are delivered in their neighborhood; to banks to investigate how savings and checking accounts work; to the consumer protection office to learn about credit laws and rights of consumers
- Conducting shopping expeditions to teach comparison shopping
- Getting youth involved in voter registration drives to make them aware of election processes and their voting rights and duties
- Teaching job interview techniques through role play
- Discussing family budgeting
- Discovering location and services of alcohol treatment facilities

Activity: Problem Solving. Youth need to first practice a step-by-step problem solving routine for simple nonthreatening problems and then graduate to solving life problems using the same process. Suggested are the following steps:

- Define the problem; think about the problem; identify the essential characteristics of the problem; determine the real problem and any contributing factors
- Establish expectations; ask yourself, "If the problem could be solved, what would be the results? What would be achieved if the problem were solved?"
- Collect information; gather facts; get the opinions of others; place all information in the subconscious, letting it rest there awhile
- Gather solutions; collect possible solutions, answers or actions for the problem; the more you have, the broader your alternative possibilities
- Determine a course of action; select one or more of the courses of action that would seem to accomplish the goals or objectives you have established; take action; do not be overcome by the fear of a wrong course of action; if the first selected action fails, choose from a variety of alternatives and try another course of action

It is possible that the course of action taken will not lead to a solution. Do not be discouraged. There are some problems in life for which there are no solutions. However, the problem can be acted upon, the situation can be altered, conditions managed, and progress achieved. The final step in the problem solving process requires that one make a decision and choose one or two alternative courses of action that may lead to a sound, rational course of action.

Activity: Decisionmaking. A reality of the black experience has been the lack of opportunities for blacks to make decisions for themselves. Consequently, many low-income blacks shy away from decisionmaking. Black youth, in particular those from low-income neighborhoods, have had little opportunity to become involved with decisionmaking or policymaking, even on a small scale such as neighborhood or youth councils. They have had little or no involvement in youth leadership groups such as scouts or boys' clubs and girls' clubs. Additionally, American culture has taught children that bad decisions may result in scolding and punishments, so children learn to straddle the fence, or are pressured into going along with the crowd's decision. As a result, when they reach adolescence, decisionmaking skills are acutely retarded. It is essential that black youth learn how to make decisions, because if they do not, circumstances will determine the situation for them.

One way to begin helping youth with this important life skill is to use role play to teach decisionmaking. Within the setting of the prevention program, the activity could be carried out as follows:

- Select a topic for the role play, such as deciding whether or not to drink wine with friends before driving a car
- Assign parts for the role play: the youth making the decision, several friends trying to persuade the youth to drink, one person to record the pros and cons of drinking before driving
- Allow the dialog among the friends to continue for about 10 minutes
- Discuss the dialog; the adult leader will facilitate the discussion by going over the list of pros and cons; for example, the dangers in mixing alcohol with driving, the feeling of being left out if one does not drink

The intent of this discussion is to help youth understand how decisions are made, to allow youth to project themselves into a situation and practice the process of rational decisionmaking in a learning and supportive environment. This exercise is also intended to show youth that it is acceptable to make decisions, find out that they are not workable, and change them. No course of action is cast in concrete, nor should it be.

Strategy 4: Community-wide Approach

Background. Accomplishments by black people in striving for and maintaining unity in family, community, Nation, and race have resulted from collective action. Where youth are concerned, collective action is needed to promote positive attitudes and behaviors around alcohol. Working together, the individuals and groups in a community can do much to help youth.

Activity. Development of a cultural group norm should be viewed as a social policy strategy aimed first at identifying the alcohol behavior of concern to the black community; second, correlating the concerns with defined social change goals; and, third, establishing a scheme for effecting positive change. Essentially, the correlation should act as a catalyst for development of rules, norms, standards, and an appropriate cultural system of accountability that deals specifically with the use of alcohol in the black community.

The creation of a social group norm for drinking in the American black community is an example of a unifying force or collective action strategy. This strategy can be divided into major and minor activities. For example, a major activity could be an environmental health campaign designed to minimize the number of alcohol billboards, number of visible "hang-out" areas used by drinkers, and number of grocery stores that sell alcohol.

This focus would require developing vehicles for organizing the campaign, i.e., community improvement associations, ad hoc neighborhood clubs, and health promotion groups organized temporarily as a part of existing community institutions such as churches. Information and activities relating to a social group norm can be developed through the use of the main access routes designed by society, i.e., the family, educational, recreational, prevention, treatment, and health maintenance institutions.

In the broad context of the community, the access routes include: schools, churches, intact and ad hoc adult/youth groups, block clubs, recreation programs, PTAs, juvenile justice programs, community health agencies, after-school programs, cultural groups, summer youth programs, community black groups, movie theaters, and other local media. All of these or some can be included in this community wide policy (mores) development on acceptable alcohol use.

Many of these groups who work directly with youth can implement environmental research activities on a much smaller scale. Youth can meet together and describe a healthy environment for their neighborhood. They can be sent out into the community to observe and compare their observations with the projection of how they would like their environment to be. They can then make a list of the changes that have to be made in order to meet their projected healthy environment goal. The activities necessary to effect change can be listed in a plan with a timetable and the other people to be involved. This project can be as simple as posting a "No Loitering" sign or as difficult as having alcohol billboards removed or alcohol sales outlets closed after certain hours or permanently.

Community people must decide the place of alcohol in their environment. They have the power to establish norms. Some activities toward this end may be:

- Identify black heroes at national and local levels that will attract the attention of blacks, win their respect, and address the need for a community social policy on alcohol.
- Develop group sanctions against drunkenness followed by public proclamation by national black groups and their local chapters.
- Develop a community consensus regarding appropriate drinking behavior in the black community by:
  - —Encouraging clear, established rules on the use of alcohol (when and where)
  - —Providing a method of communicating the established rules
  - —Investigating viable alternatives
  - —Designing culturally specific and relevant alternative methods of coping with stress (Bell 1979)

The ultimate goal of the community approach is to provide black youth with positive role models, accurate information about the history of alcohol and blacks, an appreciation for the environment, and a vehicle for transferring the rules for proper drinking behavior to black youth as part of an alcohol problem prevention campaign.

Strategy 5: Youth Involvement

Background. Many "youth programs" operate for years with problem youth who have been referred by social service and legal agencies. As soon as the assigned time is completed, the youth leave because there is nothing to hold them in the program. However, it has been proven that youth who are involved in the planning and implementation of the program remain long after their court-appointed referrals have expired. Therefore, youth involvement as part of the planning ensures "ownership" and fosters stability in a program. The involvement of youth can be accomplished in a number of ways.

Activity: Peer Counseling. Well-trained peer counselors can often do more than professional counselors to help a troubled youth. Through specially designed programs, youth are trained to serve as counselors or facilitators. These youth, in turn, help their peers cope with or handle social, emotional, and practical problems. Such youth helpers should have skills in active and empathetic listening, feedback, and reflection techniques. The individuals can help their peers affirm personal capabilities, strengths, talents, and abilities that contribute to the full realization of positive self-image and self-actualization.

Activity: Peer Leadership. Peer leaders are a small group of young people who are trained in the content area of alcohol, skill areas of the small group process, and facilitation of group discussion. These youth serve to educate their peers by providing alcohol-specific information. Many programs use their peer leaders as outreach workers to speak to schools, youth clubs, and community organizations.

Developing a social network of youth is a significant aspect of prevention activities because it enables youth to organize themselves and develop into strong leaders. Identifying promising youth leadership, engaging them, and channeling their energies and gifts result in a win/win/win situation for the individual, the prevention program, and the community. Training black youth to be positive peer models and leaders can be a strong component in preventions programs.

Activity: Partners in the Program. In beginning a youth program, both the planning and implementation process should provide for total youth involvement, from membership on steering committees to voting positions on the board of directors. In this way youth will have input into the decisions that directly affect them. Youth should be involved as partners in the planning process for new programs, and already operating programs should include youth as paid workers, volunteers, peer leaders, and board members.

Strategy 6: Parent, School, and Church Involvement

Background. Making contact with as many facets of the youth's life as possible is a means for reinforcing positive messages about drinking attitudes and behavior. The family, the school, and the church have significant roles to play in the alcohol abuse prevention process.

Activity: Parents. The formation of black parent advisory groups can be an effective way to lobby boards of education to include culturally specific prevention models in school health curricula. Parents should also be included in planning groups with youth to determine future directions for youth programs. Parents can be helpful as volunteers to programs and as chaperones for special group activities. The experience of parents and youth working and planning together encourages more involvement at home. Children tend to talk more freely with their parents, and parents learn parenting skills and a way of influencing the quality of family life.

Activity: School. Prevention programs often have maximum impact when offered by agencies that can provide educational supports to youth, including tutoring, counseling, and assistance in getting into or preparing for college. Whenever possible, the education support efforts should be connected with schools. Contacting PTAs and school curriculum committees is a means for coordinating the efforts of the prevention program with existing school health education projects. Those projects that do not include alcohol information may be made aware of the community prevention effort as an available resource.

Activity: Church. The church is becoming more concerned about alcohol use and abuse among its congregation and among youth in particular. Alcohol information efforts for churches may focus on alcohol use by different age groups with special emphasis on youth. All approaches directed to church groups, Sunday schools, and ministers should be educative, with information simply stated and applicable strategies clearly listed. Suggestions include sending out flyers that give information and scientific data, as well as statistics on alcohol-related problems that can be used for a Sunday Gospel. When enlisting the help of ministers, it is necessary to take a commonsense approach that emphasizes the family and alcohol problems.

Strategy 7: The Media Approach

Background. The media—radio, TV, magazines, billboards, tape shows—can be used as a vehicle for prevention messages. Since the media is used to promote alcohol use, its techniques can be studied and adapted to promote alcohol prevention.

Activity. Essential to this activity is basic knowledge about alcohol and its use by the media. Of particular interest are investigations of why blacks are shown sipping drinks in glamorous situations and what impact this has on young people in deciding to drink. Local people, such as professors or skillful students from communication and media departments of colleges and universities, can be tapped for technical assistance. Local television and radio stations may also be contacted for assistance on the project.

After the alcohol information and media information have been covered, the youth in the program should plan a media project of their own. This may include posters, radio spots, TV spots, 8 mm films, or slide-tape shows. Following careful planning around the available resources, the project can then be produced and presented before parents, classrooms, and other groups of youngsters.

Magazine advertising plays a major role in influencing alcohol consumption among blacks. To develop awareness of advertising as a form of persuasion, program participants may be assigned the task of conducting a content analysis of two national black magazines to count the number of liquor ads. Next have them analyze the actual messages. What are the promised rewards? How realistic are they? Learning about the persuasive power of advertising can also be accomplished through looking at hit record campaigns conducted to popularize a new record. The record campaign is a good attention-getter because it is a familiar part of adolescent life.

An additional assignment on this same topic calls for the counting of billboards in a certain area and identifying the number specifically advertising liquor. The percent of liquor advertisements can be calculated from this. A variation of this assignment is to count liquor billboard advertisements in white or Hispanic neighborhoods and compare the count to billboard advertisements in black neighborhoods.

All of these assignments will involve youth with their community in mini-research projects to analyze the degree to which they and society as a whole are subtly programed by the constancy of the same message—liquor will do great things for you.

Strategy 8: Legal/Legislative Approach

Background. As both a community prevention strategy and a developmental activity for youth, legal/legislative activities present opportunities to look at the controls that determine how liquor is sold. Understanding of the control system is a first step toward making that system more responsive to black neighborhood problems associated with alcohol.

Activity. By joining forces, youths enrolled in prevention programs and adult community groups can work together to reduce the number and concentration of liquor stores and bars in black communities by pressing local governments to conduct environmental impact studies, by polling community opinions on numbers and locations of liquor outlets in black neighborhoods, and by voicing opposition to the proposed opening of new package stores or bars by contacting members of the local zoning boards, or State ABC agencies, depending on the structure of State authority.

Legislative activities can include observing relevant committees at work in the local legislature or studying the procedures for placing a referendum on the ballot and campaigning for its passage. Library or government agency research can be conducted to find out the amount of revenue collected by the city from liquor taxes, liquor licenses, and other liquor-related activities such as entertainment taxes. If available, taxes collected in white middle-class neighborhoods can be compared to taxes collected in black neighborhoods. The purpose of investigating liquor taxes is to explain taxation in general and enable youth to learn about consumption patterns in their own community. An additional activity dealing with the legal/legislative area is to research zoning laws, practices, and licensing procedures for the sale of liquor. This builds an understanding of how local and State laws operate and the role that liquor plays in the legal system.

Strategy 9: Sports, Arts and Crafts, and Music

Background. With a view toward keeping youth interested in the program, it is important to have a variety of activities to offer, discouraging the "not that again" complaints. Sports, arts and crafts, and music offer opportunities to keep the approach fresh and exciting.

Activity: Sports. Sports activities are a staple in many black youth programs because they provide an excellent opportunity to deal with team effort as cooperation rather than as cut-throat competition. Sports activities should be structured by prevention staff with input from youth. For school or city league play, it is important that there be black participation and representation in planning and developing of all activities.

Training for sports and athletic skill development provides many opportunities for coaches and teams to discuss good health principles and practices. Appropriate topics include the effects of alcohol on the body under stress in athletic competition, the physiological aspects of alcohol abuse, and the reasons why certain players do not use alcohol.

Activity: Arts and Crafts. Arts and crafts can be a useful vehicle for creative expression around alcohol prevention. Youths who have reading problems may have a special interest in this kind of activity. All of the crafts should have an alcohol-related message. Whatever crafts are selected, a professional in that particular field should be tapped to teach the skill. Parents can also be used as volunteer consultants on arts and crafts projects. Skills, such as silk screening, puppet making, playwriting and scenic production, macrame, diorama construction, and photography, can be taught and used by youngsters to construct projects with alcohol-related messages.

Activity: Music. Music, too, can be used a a medium to convey messages about alcohol to youth and adults via projects in classes and youth programs. Youth tend to be very oriented toward popular music. Songs and "ditties" can be composed by youth to convey alcohol abuse prevention messages.

Summary

Because drinking is part of American society and black culture as well, youth alcohol prevention efforts should focus on teaching responsible decisionmaking about alcohol use. An understanding of why youth drink, the influences of role models and value systems, and the significance of black culture are important considerations when designing behavioral change programs. Where feasible, planners should incorporate culturally specific strategies and activities into their program plans, consulting with similar ongoing black community efforts for assistance. Such efforts may include abstinence, an alternative that may be appropriate for some youngsters. Additionally, traditional prevention strategies that have successfully served other youth populations can be adapted and made relevant to black youngsters, provided the new program is philosophically committed to recognizing the importance of cultural differences. At issue in the planning process also is an understanding of the potentially broad target audience involved, including (1) those youngsters who have never tried alcohol, (2) those with nonsevere drinking problems, and (3) those with severe drinking problems. All three groups require alcohol education information tailored to their special needs in programs that involve their participation and that help build futures that are free of destructive drinking behaviors.

Chapter 3
Starting Alcohol Prevention Programs

The purpose of this chapter is to help black communities, social service agencies, and concerned others to start alcohol abuse prevention programs for black youth. When you finish reading this chapter, you will:

- Know about mobilizing for community action
- Be able to ask appropriate questions to clarify interest and commitment to the proposed prevention effort
- Know the importance of obtaining cosponsors through involving other community groups
- Know how to develop and use networks
- Know how to find out the priority problems by conducting a need assessment
- Know how to plan and hold a community prevention workshop
- Understand the steps in planning a prevention program
- Understand how to write a grant proposal
- Know what outreach is and how to use it

Overview

In the past, grassroots and community-based activities in the black community have been successful in effecting change. A grassroots community effort significantly altered bus transportation in Montgomery, Alabama; a community-based effort opened the lunchcounters of Woolworth's to black students in Greensboro; and a grassroots effort opened defense jobs to blacks during World War II.

Alcohol abuse among black youth is just as debilitating to the black community as segregation and discrimination. It robs the community of its major potential resource—youth—and creates social and economic problems that negatively affect the community. Therefore, alcohol abuse is a community problem that the total community must address. Successful community alcohol abuse prevention programs do not happen by accident. Organizing interested groups and agencies, finding out the priority problems, drawing together planning groups, and finally bringing youth into the prevention program all require careful planning and cooperation. Chapter 3 takes you step by step through this process. This information builds on the discussion of prevention theory and prevention program strategies given in chapter 2. Armed with this basic knowledge, you are ready to begin getting others involved in helping black youth move toward independent and positive futures in the black community and American society.

Mobilizing

An idea or a problem is just that until someone begins to take action. An interested individual or group of individuals may have a concern about problems the community is experiencing with youth and alcohol abuse. There may be no formal vehicle to address or deal with the problems, an obstacle that can be overcome. It is possible for interested or concerned individuals to come together and formally investigate the seriousness of the problem and make plans to address it. In this way, the community can mobilize and begin to deal with youth alcohol problems.

The action may begin with one or more individuals. However, to be successful, others must be included. A community effort should rest on a broad-based foundation. A youth-serving agency may be used as the pilot or sponsoring agency in this effort. Church and community groups, youth, Sunday schools, Christian education committees, community improvement associations, and tenants' organizations may also serve as the sponsors of such an effort.

Clarifying Agency Interest/Commitment

Asking hard questions to clarify the sponsoring organization's interest and expectations is important before approaching anyone else about the program. It may be that you decide you shouldn't undertake the planning process now or that you can undertake it only with important reservations. At the very least, the prospective sponsoring organization should ask: In the context of this organization, is a prevention program appropriate? Are young people an appropriate target group? What is the viewpoint of the organization's administrators or leaders about youth and alcohol in the community? What kinds of results are expected from the organization's administrators? What existing resources of the organization can be committed to each stage of the planning process? What constraints or limitations must be taken into account?

Cosponsorship

Organizations should consider cosponsoring the youth program with one or more other groups in the community. This may be a necessity if the sponsoring organization has limited resources, staff, and funding.

Cosponsorship offers other advantages beyond spreading the workload. It enhances commitment from a broader base within the community since each organization has its own constitutency, power base, and communication network; allows greater leverage for attracting the most influential and desirable community leaders; provides greater visibility for the initial planning effort and eventual prevention activities; helps ensure follow-through; and maintains program continuity.

For sponsoring organizations that want to focus on building networks to get access to and share prevention/youth resources, cosponsorship is not only desirable, it is mandatory. It provides co-ownership of the project and increases the likelihood that the vital resources necessary to launch a coordinated plan of action will be available.

Networks, Empowerment, and Community Organizations

Political activism techniques of the 1960s have joined the prevention agenda for the 1980s. The result is a new and largely untried strategy for low-income communities: empowerment and community organization via networks.

Empowerment, self-actualization, success, and self-esteem derive essentially from a basic sense of optimism and supportiveness within a community. Middle-class communities have it by virtue of their being "mainstream." A child growing up in a middle-class society is supported and encouraged, not just by the family, but by the community setting itself. Schools in middle-class communities, for example, are generally friendly and supportive places where success and achievement are expected; services are delivered quickly and efficiently; if a crime takes place, law-enforcement agencies are ready to defend the rights and interest of that community.

Access to Decisionmaking Channels

For black youth in low-income communities, empowerment is not automatically assured. If the situation is to change, blacks and other minority groups must have the necessary political and economic power to make it change. And that power can come, prevention planners argue, from (1) helping youth take control of their lives and gain greater access to resources and life opportunities; (2) organizing widespread community support for increased resources and services; (3) creating linkages between a variety of community institutions (juvenile justice system, schools, community-based programs, religious organizations, local service clubs, and private agencies); and (4) pushing for minority representation within the establishment: the alcohol prevention and health care systems.

Getting access to these systems is possible through the formation of networks of black organizations and/or minority prevention agencies that pressure systems for their fair share of available resources (an overview of the networking approach appears in the next section). It can also come from the participation and and representation of black and other minority prevention groups in the decisionmaking process that allocates the resources—the local, county, and State prevention and health care boards. The theory is that only then will lower-income black and other minority communities have the economic and political empowerment to deal with the alcohol and health care systems on an equal basis (Davis 1975).

For a fuller discussion of the concept of empowerment and specific strategies for youth, see "Drug Abuse Prevention for Low-Income Communities: A Manual for Program Planning" and "Multicultural Strategies" (National Institute on Drug Abuse 1979).

Networking

In the past decade, networks have played an increasingly important role in developing policies and programs concerning youth. For black inner-city programs, a network of people and programs that share information, support, and services may be an invaluable resource. This is especially true as funds for human service programs in general grow scarce and the need to

coordinate and make the best use of often competing and overlapping services becomes a priority within the black community. Moreover, the possibility for a single agency to retain its small, community-based or neighborhood focus while gaining the advantages of a larger group has great appeal.

As with any "system," people are the crucial element that make networks function. Agencies don't really join networks, people do. Networks are a testament to the fact that all agency workers need some sort of support system.

What Is a Network? A network is an informal body of persons who have something in common—a shared purpose. It is a process of bringing various elements, i.e., people, resources, knowledge, skills, and enthusiasm, together to exchange information, learn new things, give and receive help, fulfill a desire for personal development and self-expression, and meet a need for a variety of resources. In the broadest sense, a network is a formalized association of predominantly private, nonprofit organizations including public agencies, in some instances. Making up a network are people and programs sharing information, supports, and services as a means of providing a stable base and support system for each program in it.

The stated or implied goal of a network, whether it serves individuals, groups, communities, or organizations, is to further the common goals and objectives through the combined resources, leverage, and credibility of the total membership. Many types of networks have evolved to carry out these goals and objectives. Of these, perhaps most relevant to the needs of black alcohol abuse prevention agencies are the following types:

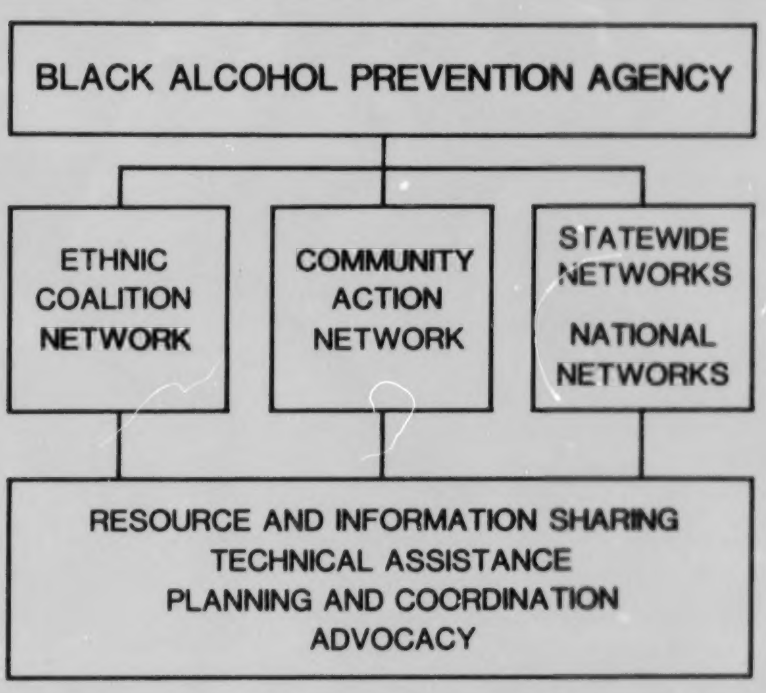
- **Ethnic Coalition Network.** An ethnic coalition indigenous to the black community can serve as a network of interested individuals and organizations that are already an integral part of the community. Examples include local chapters of People United to Save Humanity (PUSH), Organizations Industrializations Centers (OICs), the Urban League, and NAACP. Of course, churches, schools, boys' and girls' clubs, etc., are also part of the list of indigenous groups. This kind of network provides a forum to exchange information, discuss problems, share resources and strategies specific to black youth, and to coordinate efforts to increase the impact of this black network in the community. By working together, community agencies, organizations, and groups can marshall their forces to collect information and articulate informed opinions, placing them in an advantageous position for developing social/health policy around the needs of black youth.

- **Community Action Network.** By cutting across racial/ethnic lines and joining with other alcohol, drug abuse, juvenile delinquency, and other service agencies for youth, this kind of network shares a broader range of experience for gaining the power to affect the direction of the whole community. This network can also be local or statewide. The groups that are part of this effort need not focus on black youth, but on the total youth community. Potential members of this network include youth service bureaus, social service agencies, schools, youth action programs, and YMCAs. The goal here is motivating agencies and organizations to work together and share information, skills, and resources to make programing more responsive to the needs of youth in general (Missouri Prevention Network 1979).

- **State or Nationwide Resource Network.** A State or national network's major role may be to advocate, coordinate, and enhance prevention activities in all areas of human services. Through reinforcement of mutual efforts, the quality and number of prevention activities in a State can be increased. It is on the State and national level that policy decisions about prevention are made; therefore, impact on this level is crucial if future goals are to be realized. Examples of State and regional networks are the Iowa Prevention Network and the four State and Regional networks of Missouri, Iowa, Nebraska, and Kansas. These States are working together to serve youth and families. The National Diffusion Network, part of the Office of Education, is a technical assistance service that works toward sharing skills with a large variety of people and groups.

Ethnic coalition networks, community action networks, and State and national networks can be built around different functions. Particularly pertinent to youth advocacy agencies are functions directed at (1) information and resource sharing; (2) technical assistance; (3) planning and coordination; and (4) advocacy. (Exhibit 1 summarizes these types and functions.) In general, the first two functions focus inward to improve the capacities of member agencies, while the last two focus outward to affect the entire youth-serving system rather than their own members. The benefits to be derived from the use of networks are almost infinite. Below is a partial list organized according to function.

Exhibit 1.
Types and Functions of Networks



- **Information and Resource Sharing.** This network represents the most neutral kind of interagency cooperation; most networks begin by sharing information and resources on:
  - —Program ideas/trends
  - —State-of-the art research information
  - —Data about target population and community
  - —Funding opportunities
  - —Youth policy issues
  - —Legislative developments
  - —Youth job opportunities
  - —Available staff positions
  - —List of available speakers, programs, or training materials

- **Technical Assistance.** The ultimate purpose is to promote and reinforce positive change in member agencies through the delivery or exchange of technical assistance in the following areas:
  - —Funding
  - —Grantsmanship
  - —Planning

- **Planning and Coordination of Services.** This network is often formed to enable multiple agencies to qualify for government funding. Guidelines for Federal alcohol funds, for example, discourage duplication of services in the same catchment area. Agencies increase their funding eligibility by agreeing to share in the delivery of services. "Turf" problems and conflicting goals sometimes limit the success of planning and service coordination networks.

- **Advocacy.** Organized to respond to a specific crisis such as a proposed change in zoning laws affecting the number of taverns and liquor stores or to a more generalized need, such as lack of recreational facilities, these groups tend to be highly visible. They can lobby for (1) greater appropriations for youth or minority programs; (2) minority representation on city, county, or State policy-making boards; and (3) increased direct service to youth. They may monitor ordinances or policy decisions, speak directly to those who have the power to effect change, or launch an extensive public education campaign around a specific issue.

Barriers to Effective Networking. Differing agency priorities, management styles, and operations coupled with national competition for scarce dollars often present unanticipated barriers to network development. Beginning networks are cautioned to be aware of these factors early on to assure that the following problems do not destroy the effectiveness of the network:

- Lack of realistic expectations resulting from attempts to serve too many purposes
- Lack of awareness and knowledge of relevant trends (e.g., legislation, policy, community priorities, competition)
- Reluctance of member agencies to relinquish power in decisionmaking
- Lack of visible results or return for time or resources invested

Starting Networks. Starting and maintaining networks are tasks that require time and thoughtful planning. To ensure some measure of effectiveness in a newly emerging network, the group must begin their effort with modest goals. Unrealistic or overly demanding goals and objectives discourage interaction, as does a lack of clarity regarding the purpose of the network. Therefore, an important first task is to draft a statement of purpose, a step that will determine the structure and function of the network, and indicate the need for particular types of resources. For example, if technical assistance is to be the purpose, a mechanism for identifying resources and delivering training will have to be developed. If the purpose is advocacy, those with a direct stake in the outcome and those with clout to change conditions must be included.

Essential to any community-wide effort, networking included, is an understanding of the political forces operating that can potentially influence, positively or negatively, the ability to effect change. For example, if competition for resources is high in your community, efforts to get consensus about network priorities will be difficult. If you live in a community that is multiethnic, the trend may be toward a multicultural network; ignorance of this trend could seriously hamper your networking effort. You can build your political awareness through fostering community-wide participation, thereby increasing your future programing and funding opportunities, and, through encouraging group interaction, resolving differences and bringing a range of resources to bear on the youth alcohol prevention effort.

From the initial organizational meeting of potential network participants through successive meetings scheduled to maintain the network, the following should be kept in mind:

- Develop a statement of purpose; revise when necessary and appropriate
- Devise regular, specific, and meaningful responsibilities for the members
- Distribute adequate information about the goals, objectives, and tasks of the network
- Encourage interaction
- Prepare a standard orientation packet
- Involve new members; include influential persons, as well as other with interest/commitment to the cause

Assessing Your Community

Before planning a prevention project, a good deal of information is needed, from knowing if there actually is an alcohol problem in the community, to knowing if prevention programs already exist and are meeting the needs of those persons with alcohol problems. Answers to these questions can be found by assessing your community.

What Do We Mean by Assessing?

Assessing is judging or determining the importance, size, or value of something. Assessing your community is finding out whether or not there is a problem related to alcohol. If the answer is yes, more information will be needed on the size of the problem and the availability of programs and/or services to deal with the problem. Assessing means taking an indepth look at your community and making some judgments and decisions about those things you find out.

Starting the Assessment

Begin planning the assessment by defining the geographic boundaries of your community. That is, where does your community begin and end? Make a list of all the institutions (schools, churches, recreation centers, etc.) that are a part of the community. Make a second list of all the businesses in your community—include grocery stores, pharmacies, taverns, and all other establishments that sell liquor. Make a third list of all the places young people "hang out" in your neighborhood—include pool halls, major corner hangouts, bowling alleys, school yards, and recreation centers. Then make a fourth list of all social service agencies with offices in your community—include Social Security, public welfare, public housing, and those serving youth and the elderly. After these lists of places have been completed, planning can begin to select persons to include in the assessment.

Who are the leaders of your community? Who are the teenagers that could work with you? Make a list of the influential and the most respected individuals in the comunity, such as members of the clergy, teachers, agency directors, local legislators, leaders of community groups, and youth leaders, including gang leaders, as well.

So far two lists have been completed: one of places and one persons. The next step is to decide how much assessing you will be able to do within the time you have and with the number of people who are willing to help you.

How Many Do I Assess?

You will not have to interview each person on your list or someone from each place. You can carefully select a cross section of the community and interview them. A cross section is a representative group of all the different attitudes, ideas, preferences, and behaviors in your community. For example, if you have 100 churches, interview a group of 10 ministers who will be the example of all ministers in the community. The same should be done for business owners, parents, agency directors, teachers, etc. When you decide which youth to interview, do the same. Interview four or five youth who play basketball in the school yard; five who are leaders of church youth groups; five who hang out on a certain corner; and five who are leaders in the high school. These are only examples of places for finding youth to

interview. The number five is only an example, too. You decide how many you can interview at each place selected.

What Do I Ask?

Now you are ready to develop your questionnaire. This should include such questions as:

- What are the problems affecting youth in this community?
- Are any of these problems alcohol related?
- What are the characteristics of the youthful alcohol abuser (education, habits, hangouts, attitudes, role models)?
- How does the larger community react toward the black community and alcohol issues (i.e., employers, police, court, social agency staff)?
- What kind of program do youth want?
- What kind of program do adults want for youth?
- What problems or road blocks will you have to face in order to operate an alcohol prevention program?

How Do I Get the Questionnaire Completed?

You can use mail survey techniques or person-to-person interviews. You will have to decide on the best technique, based on the money and people resources you have. The mail survey is generally suitable for institutions and agencies, but the person-to-person interview will work best for the adults and youth in the community.

If you decide to mail questionnaires to institutions and agencies, be sure you call in advance, get the name of a contact person, and send a letter and questionnaire addressed to the contact person. Include a cutoff date to speed up the return of the questionnaire. Experience with community surveys shows that questionnaires mailed with a stamped, addressed envelope yield a 30-percent response rate at best. If this technique is used, be prepared to make followup calls to remind people of the importance of filling out and returning the questionnaire. It may be necesary to do a second mailing, so keep this in mind when planning your mailing schedule.

In conducting the person-to-person interview, it is wise to use interviewers who are similar to the people being interviewed. In a black community, the interviewer should be black. The youth should be interviewed by youth, youth workers, or other volunteers who can relate to them. The key to a successful interview is an interviewer who shares a common background and can interact with those being interviewed.

Whom Do I Assess?

To effectively cover the range of community interests in a potential prevention program, it is suggested that your needs assessment include four categories:

- Form A—Sponsoring Organization (that's you)
- Form B—Other agencies, organizations, and institutions
- Form C—Adults
- Form D—Youth

The questionnaires for adults and youth should encourage confidentiality. That is, the identity of those interviewed should be kept secret. The interview form should not ask for names.

Printed below are sample sections of the four forms (A, B, C, D) that may be used as examples in developing your own assessment forms. (Needs Assessment forms A, B, C, D are given in their entirety in appendix A.) Remember these are only examples. You should develop your own forms so that the questions will be more appropriate for your community.

The sponsoring agency (you) Form A is for conducting a self-assessment. All organizations and institutions have a set of goals, a series of programs to achieve the goals, and policies, procedures, and resources to carry out these programs. The self-assessment will help your organization take an honest look at your resources and your capability to plan and support a youth prevention program. It will point out your limitations and will show the areas of your organization that need strengthening. Exhibit 2 presents a section of Form A.

Exhibit 2.
Form A. Needs Assessment: Sponsoring Organization's Self-Assessment

After the Self-Assessment, Then What?

Now that you know yourself (your organization), you will want to find out about your community. The kinds of information you need for the community assessment should be collected from three sources: other organizations; individual adults in the community; and youth.

Why Other Organizations? The purpose of assessing other organizations in your community is to find out what is currently being done in youth alcohol prevention programing.

The way you approach other organizations will determine whether they will try to help you or hinder you in your efforts. If any of these organizations are involved in alcohol prevention or youth programing, they can serve as a resource. Remember your initial contact with these groups must be positive if you desire help and cooperation.

It may be appropriate to mail assessment forms to some agencies; others will require a formal interview. For those that are mailed, alert them by phone that you need their help, when the form will arrive, approximately how long it will take to fill it out, the purpose of the assessment, whom they can contact if they have questions, and a firm deadline. Before sending the form out, include deadline, return address, contact person, and phone number on the form. Make the deadline at least 5 working days before you actually need it.

Now look at the list of organizations and institutions you made at the beginning of this process. Select from the list the organizations you will ask to fill out the assessment forms (Form B). A section from Form B is shown as exhibit 3.

Exhibit 3.
Form B. Needs Assessment: Other Agency Contact

The "Other Agency Assessment" can be distributed to:

- Youth agencies/ organizations (example: youth service bureaus, schools, boys' clubs)
- Alcohol/ drug agencies (example: treatment programs)
- Law enforcement and juvenile delinquency/ probation/ court agencies (example: police)
- Community health/ mental health/ social service agencies (example: public welfare, public housing, clinics)
- Churches (all denominations)

It is not likely that every organization will return the assessment form. Some will have to be called as a reminder and some will not return the form at all. Still others will be negative about what you are attempting to do. Do not be "turned off." All of that is normal for a community. There will be many different attitudes about the needs assessment, some positive and others negative.

Which Adults Do I Interview?

The purpose of the adult assessment is to give adults the opportunity to comment on youth needs and to identify potential adult volunteer support.

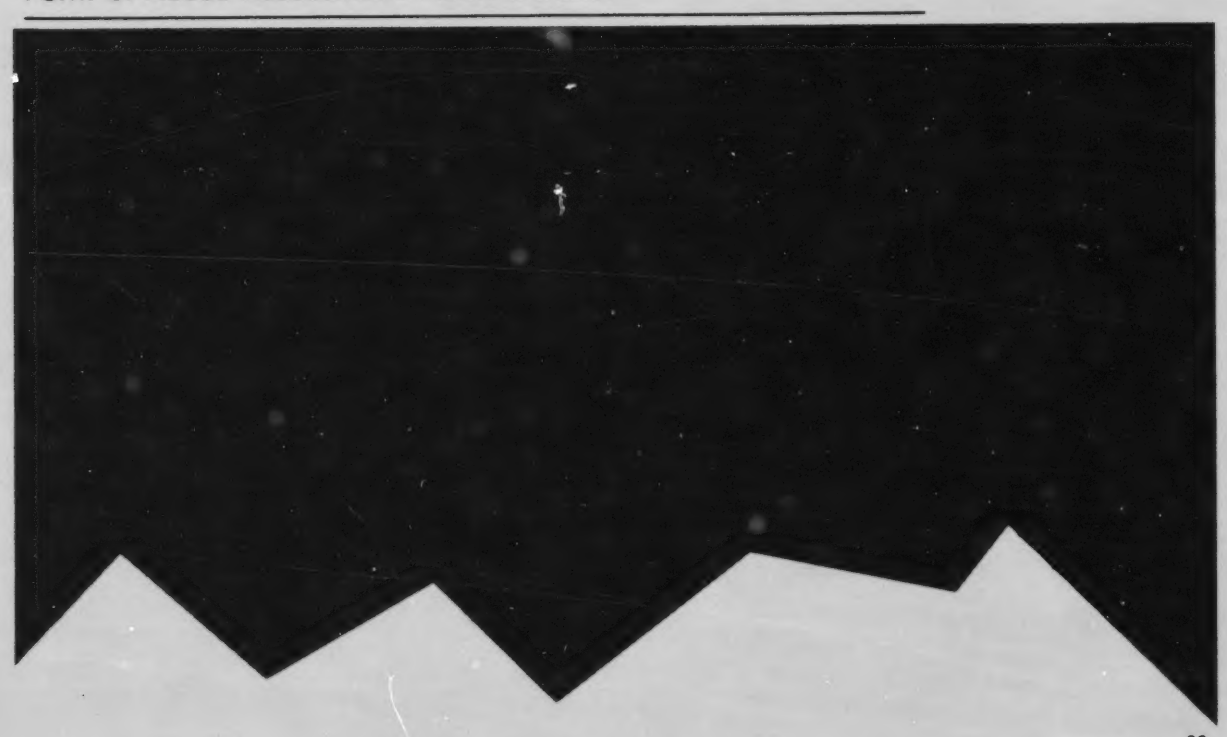
The adult community includes key leaders involved in community institutions and organizations, parents, and individuals who represent the general population of the community, including:

- Elected officials (city, county)
- Clergy
- Black professionals
- Principals, teachers, and counselors
- Civic leaders (United Way, Legal Aid Society, Urban League, Chamber of Commerce)
- Business owners
- Informal opinion leaders and communication networks (barbers, beauticians, store owners, bartenders, etc.)
- Community people
- Parents (cross section)
- Media specialists (black press, local radio, TV, newspaper)

In black inner-city neighborhoods, assessing the adult community will probably require setting up formal interviews and informal interactions. The person conducting the interview should arrange to meet formally with representative community people in appropriate offices and in such informal places as schoolyards, parks, church gatherings, social gatherings, nightclubs, bars, taverns, and hangouts—pool halls, street corners, and others. The informal settings are often inaccessible to people not known by the community; so it is a good idea to use adults who live in the community to conduct the interview. It may be helpful to attend formal adult gatherings, such as church services or community meetings to interview adults.

Form C (exhibit 4) is used to record adult ideas about drinking problems. Adults are also asked if they are willing/able to volunteer particular skills, money, or other resources to a prevention effort. A section of Form C is shown below.

Exhibit 4.
Form C. Needs Assessment: Adult Contact



Where Are the Youth?

The purpose of the Youth Assessment is to give youth a chance to express their thoughts on peer alcohol use/abuse. It also asks youth to suggest acceptable prevention activities. A common complaint among young people about youth programs is that only a selected few good kids are allowed to be involved in planning community activities: the young people who are leaders in the schools, churches, and outstanding or "model" teenagers of the community. Therefore, every effort should be made to assess a cross section of youth by age, sex, and alcohol problem involvement.

Interviewing young people may be uncomfortable for some adults, therefore, it is good to have young people conduct the youth interviews. Young people connected with the sponsoring agency and those belonging to informal groups may provide valuable insights for the particular community; obvious places to find young people are:

- Schools
- Community groups and clubs
- Alternative programs (hot lines, drop-in centers, peer counseling and tutoring programs)
- Informal meeting places and "hangouts" such as street corners, drug stores, malls, recreation centers, playgrounds, bowling alleys, or the back of a liquor store on a Saturday night

Two words of caution: Because of the sensitive nature of some of the youth questions, survey respondents should remain anonymous. No names or reference to individuals should be made. If you are interviewing in a classroom or having students fill out a form, the parents and school may require approval as well as reassurance that survey results will not be misused by you or your organization or be used for inflammatory adverse publicity.

Form D, the Youth Assessment form (exhibit 5) asks the young person to suggest activities that appeal to youth and also asks direct questions on personal drinking habits. A section from the youth form is shown below.

Exhibit 5.
Form D. Needs Assessment: Youth Contact

What Problems May I Expect?

Conducting a needs assessment is not an easy task. It is, however, a rewarding one, if done properly. Some people you interview will lack enthusiasm, but talk to them. Some organizations may attempt to block your efforts, but find ways to get around the barriers. Some youth will be suspicious of your motives, but talk to them. There may not be money to do the assessment, so get volunteers to help you. Remember, the end product, a true picture of your community, is worth the hassle.

What Are the Benefits of a Needs Assessment?

It is important to remember that the needs assessment is both a process and a product and, as such, can serve vital secondary purposes that have immediate as well as long-term impact on the sponsoring organization's visibility and success.

There are many benefits of a needs assessment. A sponsoring agency's ability to demonstrate deliberate program development practices is indispensable when negotiating for resources and support. Increasingly, funding sources are demanding that prevention efforts provide evidence of cost and program effectiveness. A needs assessment can be a key part in this evidence. Other benefits of a carefully planned and executed needs assessment include the following:

- Develops community ownership for your project
- Provides a foundation for outreach and network building
- Provides a vehicle for beginning community alcohol awareness activities
- Develops insight into the political and social milieu
- Provides recommendations for possible cooperative prevention efforts
- Establishes cooperative relationships with other organizations

How Do I Organize and Analyze the Results?

When the survey is complete, the next task is to organize the information into a useful format so the results can be easily understood. The analysis of the information is called a compilation.

The responses to each question on all forms should be counted or tallied. The results should be shown separately by category. A sample question from the Other Agency Contact form (Form B) is shown below. The problems listed are examples of some that may be considered important in the community.

Example: Of the problems that are seriously affecting the youth of this community, which five do you consider the most important?

a. alcohol
b. drugs
c. teen pregnancy
d. truancy
e. vandalism

To count the number of time these problems are mentioned, first make a list of the problems. Each time that same problem is mentioned again, make a tally mark.

Example:			
	alcohol	~~++++~~ I	(6)
	drugs	~~++++~~	(5)
	teen pregnancy	III	(3)
	truancy	II	(2)
	vandalism	I	(1)

Alcohol was mentioned six times, drugs five times, teenage pregnancy three times, truancy twice, and vandalism once.

Develop a master sheet to tally your results and it will be easier to count when you have finished. Count the number of responses for each question and compute a percentage for each. The percentage is computed by dividing the actual number of responses by the total number of people or agencies interviewed. Again, using the Other Agency Contact form (Form B) as an example, the problem of alcohol was considered a problem by 92 of the 96 agencies interviewed; thus, 92 ÷ 96 = 95 percent.

Example: 96 agencies interviewed

	Actual Responses	Percent
alcohol	92	95
drugs	67	69
teen pregnancy	90	93
truancy	15	
vandalism	35	
other	50	

Compute the percentage for each question and for each category separately. You should show the differences in responses for adults, youth, and agencies. For example, alcohol was considered a major problem by 95 percent of the agencies interviewed. Doing the same calculation for the adults and the youth interviewed, we obtain the following results:

- Adults—90 percent
- Youth—60 percent

In putting together the compilation of the needs assessment information, it is helpful to:

- List the total numbers contacted by category
- Show responses as percentage of total by category
- Show group answers where possible
- Show areas of agreement/disagreement among categories
- Group the resources available within the community
- Prepare a chart to show programs and services that exist in the community
- End with conclusions drawn from information collected

Needs Assessment Summary

In addition to the detailed compilation just prepared, it is also useful to have a brief summary of the information that can give a quick overview of the results of the needs assessment. One suggested format is shown here:

I. Defining the problem(s)

Demographics—how many people live in the area, broken down by sex and age; ranking of youth problems; reasons why adults and youth think some youth drink too much; drinking patterns reported by other alcohol agencies, etc.

II. What is currently being done

Other agency activity: adult awareness of health and social service programs

III. What the community thinks should be done

Adult ideas on how resources should be used; other agency and youth recommendations

IV. What resources are available

Adult contributions; other agency interest in joint effort and resources offered

V. Conclusions

Recommendations of respondents and overall sponsoring agency's conclusions on the problem and proposed actions to reduce alcohol abuse among adolescents in the black community.

What Do I Do With the Needs Assessment Results?

Following the analysis of the needs assessment, your organization is ready to begin planning the prevention program. It is relatively easy for a single organization to take the results of the needs assessment and plan a prevention program. There would be no disagreement nor any conflict. However, when you are attempting to plan for an entire neighborhood or a total community, it is wise to solicit input from a wide cross section of the community. The more people involved in the early stages of the planning, the greater the support you will have for the program once it gets going. Broader participation by the community may bring disagreements, conflict, and differences of opinions, attitudes, and values. However, it is possible to bring together these opposing views and plan a viable prevention effort. The community workshop can serve as a forum for facilitating discussion, resolving conflict, and focusing on a community-wide prevention effort.

The Community Workshop

The community prevention workshop was specifically developed for black communities by the National Institute on Alcohol Abuse and Alcoholism. The Black Americans Program of the National Clearinghouse for Alcohol Information, in consultation with a panel of black experts with backgrounds in alcohol prevention, black youth programs, and alcoholism treatment, was responsible for testing the model. The workshop approach may be used as a way to draw attention to the problems of youth alcohol abuse, as a way to build awareness among specific groups, or as the main planning vehicle for starting a prevention program. Planning steps to be taken beyond the workshop are described in a later section, called "Planning the Program" (p. 45).

As a way to bring people together, the community workshop provides an opportunity to discuss the problems affecting youth, particularly as they relate to alcohol, and to plan activities that will reduce or prevent alcohol problems among black adolescents. Described here is a model that was tested at three sites: Philadelphia, Chicago, and Fort Lauderdale.

Of course, each community is different, some more organized with established leaders and prior experiences in working together to solve common problems, while others are just beginning. The materials and ideas offered here are flexible and can be changed for use by groups at any level of development.

The following section describes the workshop planning process. Sample materials, including a letter of invitation, agenda, worksheets for workshop participants, and feedback evaluation forms are presented in appendix B. These materials are not copyrighted and may be freely used by any group interested in sponsoring a workshop.

Phase 1: Pre-planning

The beginning steps in sponsoring a workshop are identical to those taken in beginning other prevention approaches. Chapter 3 described mobilization, clarifying agency interest, cosponsorship, and the needs assessment. The reader is referred to those sections for additional information.

One an agency (organization) decides to sponsor the workshop and has enlisted other sponsors, preparations for the workshop can be made. The compilation and summary of the needs assessment completed earlier should be available for use at the workshop. This information should be structured to stimulate discussion of the identified community problems and help participants to plan for the prevention effort. In addition to the needs assessment summary and compilation, a sponsoring agency profile should also be put together. This will act as background for those persons not acquainted with your agency. Information already collected on Form A, Sponsoring Organization's Self-Assessment, can be used for this purpose.

Phase 2: Planning

This phase includes all activities that must be completed before the actual workshop can take place. A 10-week planning schedule is suggested to handle the numerous details. The schedule, presented on page 44, comprehensively lists all necessary tasks, including identification of goals, arranging for a meeting site and date, preparation of materials, confirmation of speakers, and other necessary preparations. Several items in the sechedule, however, call for some additional comments.

- **Selection of Participants.** The caliber and expertise of the participants are critical to the success of the workshop. The group must be reasonably small (15–25), high-powered, and have an understanding of black youth, community power structures and resources, education, substance abuse, prevention, and public information. Collectively, they must have access to all major segments of this community, public and private. Ideally, the workshop should include representatives from the following (depending on the structure of the community):

  —Major offices and other appropriate city health, education, human resources, law enforcement, minority, youth, and substance abuse agencies

—County/State prevention/health planning/social service boards or coalitions

—Influential black professionals and service organizations

—Religious coalitions

—Parent and youth groups

—Business community

—Neighborhood groups

—Media/newspaper, radio, or television

However, if the scope of the workshop is limited to a church or church coalition, a particular community institution or neighborhood, participants should be selected accordingly.

As important as individual expertise and connections are, selection of workshop participants must depend, in part, on the balance and representation of the group as a whole. This will reduce the chance of community alienation, increase the chance for a valid cross section of people, and dismiss the possibility of misreading political and social power structures in the community. It might be advisable to seek nominations according to the above categories and then choose the two strongest audiences as first and alternate choices.

- **Method of Invitations.** The director of the sponsoring organization can extend a personal invitation to the prime candidates. The person-to-person nature of the request cannot be underestimated. Give a brief and accurate description of the workshop objectives, why their expertise is needed, and how they can benefit from participating. Be frank about the possibility of follow-through responsibilities. For other invitees, and the prime candidates as well, a letter of invitation should be sent out well in advance of the meeting. The letter should state the purpose of the meeting, time, date, and what kind of commitment is expected from the individual.

- **Pre-Workshop Confirmation.** When all participants have been contacted, confirm the time, date, place, and purpose of the workshop in a followup letter. A roster of all participants—listing names, addresses, and the organizations they represent—might be included. Inevitably, there will be changes in the roster before the actual start of the workshop; a revised version should be ready for distribution at the workshop registration.

- **Opening Session.** The workshop participants must be informed about agency goals, program policies, and history to be sure that their actions in developing a prevention program are consistent with these. Similarly, an understanding of agency resources will enable attendees to make wise use of what is available. This information should be highlighted as part of the opening session of the meeting. Details can be provided in the agency profile distributed to each participant. The opening session is also the time for a brief review of the agenda.

- **Agenda Preparation.** Following introductions, discussions of the purpose of the workshop, and the goal of the agency itself, Day 1 of the workshop may include the following:

  —Issues in Black Community Prevention
  Overview and Film
  Prevention Strategies for Youth
  Ongoing Prevention Program Profiles

  —Black Community Prevention/Needs
  Results of the Community Needs Assessment
  Discussion and Formulation of Objectives to Meet Needs

  —Day 1 Evaluation

  Community members may be asked to make presentations. A number or organizations, communities, State alcohol programs, and the National Institute on Alcohol Abuse and Alcoholism can suggest resources for use in the workshop agenda as well as in planning of the prevention effort. "Getting Help" (p. 62) can be consulted as you begin to plan your community workshop.

- **Workshop Feedback.** Are participants "buying in" to the prevention ideas being discussed in the workshop? Is the presentation of the needs assessment data clear? And, can participants understand the identified needs in terms of the immediate community? Are materials culture specific? A feedback form handed out at the end of Day 1 can assist the sponsoring agency in deciding if the agenda is relevant and what, if any, changes need to be made. Questions should be kept short, as shown in exhibit 6, and fill-ins should be provided to encourage attendee cooperation.

A complete feedback form for Days 1 and 2 is offered in appendix B. At the end of the first session, sponsors can quickly review the completed feedback forms and make any necessary changes in schedule or format for the following day.

Exhibit 6.
Workshop Feedback Form

Phase 3: Holding the Workshop

Throughout the workshop it is important to assign one individual to be responsible for logistics—supplies, operating audiovisual equipment; checking on coffee, room ventilation; keeping presenters on schedule—and one to be responsible for the programmatic part of the workshop. The latter individual should work with the task group leaders who will facilitate or manage the work groups on Day 2. To help these groups in selection of a prevention strategy the following may be used (exhibit 7). The master worksheet (exhibit 8) and steps in working on an action goal (exhibit 9) will help in completing the work group task.

Exhibit 7.
Criteria for Selecting a Prevention Strategy

Exhibit 8
Selecting a Prevention Strategy: Master Worksheet

Exhibit 9.
Steps to Beginning Work on Action Goal

Summary of Workshop Schedule

A 10-week planning period was used by the three test sites holding community alcohol prevention workshops. It was felt this provided enough lead time to assure that all essential tasks would be completed. The following schedule can be modified and adapted to meet the sponsoring agency's needs and resources.

Week 10—Clarify organization interest and commitment
Contact possible cosponsor(s)

Week 9—Meet with cosponsors and negotiate goals and tasks
Establish division of labor and firm deadlines
Select date and site for workshop and reserve room(s)
Identify workshop facilitators
Review preliminary agenda and assign small group discussion leaders and portions of agenda (prevention overview, needs assessment summary presentation, program models - see Sample Agenda in appendix B)
Set up initial needs assessment structure (how many, how contacted, by whom, in what timeframe, etc.)
Solicit nominations by categories for workshop participants

Week 8—Prepare master list of needs assessment contacts (B, C, D) and existing sources (A)
Reproduce needs assessment forms (B, C, D, and A, if cosponsors)
Select workshop participants and alternates
Invite participants and send out followup letter with roster

Week 7—Begin needs assessment survey (other agencies alerted by phone and B forms mailed; C and B interviews initiated; existing resources researched and A information collection begun)

Week 6—Continue needs assessment survey (C, D)
Plan and arrange food service, audiovisual, and other equipment

Week 5—Complete needs assessment, all data for A, B, C, and D collected

Week 4—Prepare first draft of needs assessment compilation and summary; distribute to other sponsoring agencies, if any, for feedback and analysis

Week 3—Prepare final draft of needs assessment compilation, summary, and conclusions
Formulate specific workshop objectives, develop presentation strategies, formulate final agenda, order films and other audiovisual equipment
Determine problems to be ranked by workshop participants

Week 2—Prepare any overhead transparencies for use during workshop
Prepare handouts (agenda, needs assessment compilation and summary, roster of participants, etc.)

Week 1—Reconfirm workshop participants and food arrangements
Prepare name tags and determine seating arrangements
Assemble participants' information packets
Check audiovisual and other equipment

Week 0—Conduct workshop

Additional Agenda Topics

The agenda with presentations on the needs assessment and prevention topics met the needs of the pilot communities and is expected to be a useful starting point for many other black communities concerned with alcohol abuse among youth. However, agencies and groups may find some of the suggested agenda items inappropriate to their needs. An alternative is to use a prepackaged prevention kit that was specifically prepared for black communities, "An Ounce of Prevention—A Course for Blacks," published by the National Center for Alcohol Education (see p. 66 for address). The kit is intended to build awareness about alcohol, its uses, and effects, and to enable people to make their own personal decisions about drinking or not drinking.

"An Ounce of Prevention—A Course for Blacks" is aimed at adults without identified drinking problems and designed to be delivered by group leaders without specialized training either in alcohol work or in education. Meetings may be held in any setting the group selects, and methods consist basically of discussion, role plays and games, case studies, and written exercises—all reinforced by films and other visual aids.

For communities that do not choose to, or cannot, hold a workshop, it is recommended that the sponsoring agency seek input from outside groups in some other way. Intact groups originating in churches, service networks, and other ongoing organizations may be a good resource, or an ad hoc group may be formed specifically to plan the program. Once this group is assembled, the planning process can begin with prioritizing the problem, deciding on budgets and staffing, and finally determining ways to evaluate the program.

Part I. Pre-analysis Phase

The pre-analysis phase takes place following a report on the needs assessment. It is a beginning look at conditions in the target area, resources available to the sponsoring organization establishing priorities of needs, and the needs of your particular target group for the prevention effort. This narrowing of focus will enable planners to decide on the best approach to meet youth needs. The pre-analysis phase consists of the following steps:

- **Step 1: Identify and prioritize the problem.** A discussion of indicators in the target area is helpful in identifying the problems of concern. Indicators are gauges related to particular environmental conditions. For example, broken windows, spray paint on walls, torn hedges, and foot paths through lawns are indicators that vandalism is a problem in a target area. Beer and wine bottles littering the area, youth loitering on grass drinking, drunks on the grass sleeping off a drunk, loitering youth urinating on building walls or breaking wine bottles on the playground are all events that may be alcohol related. Look to identify all possible variables that might be dealt with by the program to change the environmental conditions. Ultimately, the indicators of the problem will determine the direction of the program and what problems will be given priority.
- **Step 2: Identify program alternatives to address the problem.** A close look at the variables contributing to the problem will enable the development of possible program alternatives. For example, the youth who loiters and drinks wine on the lawn in a housing community may be idle due to unemployment. One alternative for addressing that contributing factor will most certainly include job training and/or job placement. Another may be recreation or an alternative school such as a street academy. Each indicator listed in Step 1 should be analyzed in terms of contributing factors and program activities identified to address each factor.
- **Step 3: Analyze alternatives to determine how closely each one relates to need.** Analysis will help the planning group decide if the program alternative will contribute to or help solve the problem. At this stage, it must be decided what the political realities are and the political influences of the proposed alternatives. This process should lead to acceptance or rejection of one or more program alternatives.
- **Step 4: Identify available resources.** This process requires that the planning group develop a hypothetical summation of the financial-human-information resources that might be gathered to support the alternative(s) selected in Step 3, given other demands on those same resources. Program alternatives may be accepted or rejected depending upon what other demands are being made on the potential resources.
- **Step 5: Formulate a program approach to effectively deal with the problem.** At this point, it may be helpful to review the outcomes of steps 1 through 4. Now, the planning group should be prepared to devise an approach to the problem. Constantly reviewing and looking critically at the results of each planning step helps to focus the planning on the priority problem and avoid getting sidetracked.

Part II. Program Analysis

Given the successful completion of the steps in Part I, the next series of steps is designed to show a cause-and-effect relationship between program activity, target population, and occurrence of the problem identified. The program is detailed to show this relationship.

- **Step 1: Describe the target population.** Specific terms should be used; not "youth," "young people," or "students," but "youth between the ages of 13 and 17" in the northwest sector housing development.
- **Step 2: Describe scope and content of the program.** This is a narrative of the program: What the program will attempt to accomplish, which procedures and processes will be used, and outcomes that are most likely to occur.

- **Step 3: Determine program objectives.** From the problem identified in Part I, Step 1, the group must derive statements that indicate the program components: What is to be accomplished, who is to served, what the timeframe is, and how much change is planned. A statement formatted in the following way clearly shows that the prevention effort is intended to:

  Reduce vandalism rate to 10 percent below or equal to the rest of the city within 2 years and rehabilitate 30 percent of the known alcohol-abusing vandals within 6 months of the program startup.

- **Step 4: Determine measures.** Based on the stated objective, the planning group must decide the number and quality of items that can be analyzed or compared to determine data necessary to make judgments about whether the objective has or has not been attained. Measures such as the following are specific enough by which to later judge the program's success:

  Provide alcohol education for 50 alcohol-abusing vandals in Program Year 1.

  Provide nondestructive outlets for physical aggression for 50 alcohol-abusing vandals.

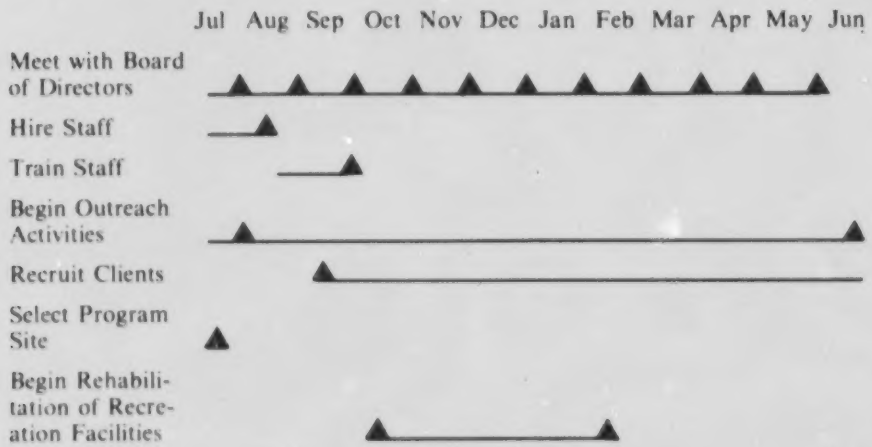
- **Step 5: Identify program elements with matching output measures.** Each subunit, component, or element of the program should be listed. The range of satisfactory performance for each item should be indicated such as:

  Provide recreational facilities and support services for 50 alcohol-abusing vandals per year.

- **Step 6: Evaluate program.** The planning group must write down what performance information will be needed and then choose the procedures for collecting, processing, reporting, and using performance information. Information sources may include intake interview data, registration forms, attendance cards, counseling session cards, referral forms and followup interview forms. For additional information on evaluation, see chapter 4.

- **Step 7: Develop work program.** This is a time management tool (Exhibit 10 offers an example) for the program director and the board of directors who oversee the sponsoring agency. It will establish a performance pace and will help the director and staff monitor the activities of the program.

Exhibit 10.
Sample Work Program



- **Step 8: Prepare verbal and graphic description of proposed program.** This description should include all of the components and elements, and appropriate measures of evaluation so that the entire program can be displayed. Potential audiences for this presentation are the board of directors, possible funding sources, and relevant community groups that are expected to give support to the program.

Exhibit 11 presents a sample program description of a plan to attack excessive vandalism thought to be related to alcohol abuse. The objectives of the program are to attack vandalism by making changes in the environment or places that youth spend a majority of their time. Changes proposed include improved recreational activities, job training, and other alternatives. As this exhibit shows, the program objectives are translated into relevant measures so that program staff, outside funding agencies, and the community can judge the program's success.

Guidelines for a Community Youth Program

Once you have completed the two-part planning process as outlined above, you should check the relevancy of your project using the following guidelines. Other black communities have used these in helping them plan and operate successful youth projects.

In terms of its participants, the program should:

- Define success for each participant, based upon a diagnostic inventory of what his/ her individual problem areas are. Be responsible for aiding the success of each and every participant in his/ her areas of need.
- Encourage peer-group identification, peer counseling, and peer-group responsibility—in ways that are not intimidating and that allow peer groups to emerge rather than being constructed by the program workers.
- Respond to participant needs. You can offer late and weekend hours; if it is to be a 24-hour daily operation, make it just that with staff on telephone duty at all times.
- Provide the foundation for a participant to outgrow the program and graduate with nondependence-producing attitudes. This aspect of the program should be well defined from the very first contact between the participant and the program. One way of assuring this is to develop a competency description for the youth to work on in the counseling sessions. This can become a diagnostic tool to determine individual youth goals for the program.
- Give the young participant first priority. Offer him/ her a chance to set up his/ her own agenda, test it for reality, and make some decisions about developing his/ her own responsibility for achieving that agenda.
- Offer the participant positive and constructive experiences in sorting out problems whether they be of family, school, legal, or other nature. Include such problem-solving skills as problem identification, development of alternative approaches, placing the problem in personal perspective, making commitments to a solution, and setting target dates to achieve these.

In terms of its community, the program should:

- Place heavy emphasis on community organization and involvement. Develop resources that reach out to the participant. Contact community leaders (in the political, religious, social, and economic power structures), and demonstrate to them what the program can do for the community. Take advantage of and be aware of possible program resources in the community that can be tapped through persuasion and cooperation.
- Provide a training capability that enables community people to deal with the problems that need to be solved. This will allow for increased use of minimum-level trained, volunteer (free) staff.
- Develop a resources social-service group composed of representatives of the community and a coalition of program contacts (court workers, probation officers, social-services personnel, public health people, and the schools). A monthly experience together, where those involved constantly check on where they are with each other, should be arranged.

And to ensure success in terms of both the participants and the community:

Involve program participants in projects to study, report, and change the negative (as defined by the residents) aspects of the community environment.

Exhibit 11.
Project Development and Analysis

	Relevant Description	Relevant Measures	Relevant Units
Problem	Unacceptable Vandalism Rate		
Youth Programs	Environmental Alcohol Education and Youth Development Program		
Program Objectives	• Refer 50 alcohol-abusing vandals to job training or job placement	• Reduction in level of unemployment	• Percent of employment
	• Engage 50 alcohol-abusing vandals in environmental alcohol education	• Reduction in level of alcohol-abusing behavior	• Percent of reduction in alcohol-abusing behavior
	• Reduce youthful loitering rate by 90%	• Reduction in level of loitering	• Percent of reduction in loitering
	• Reduce vandalism rate to below or equal to the rest of the city within 30% of known vandals within 6 months	• Reduction in level of vandalism	• Percent of reduction in vandalism
Program Strategies	Environmental Alcohol Education		
	• Immediate improvements in substandard recreation facilities and social and psychological environment of vandals		
	Recreation		
	• Provide nondestructive outlets for physical aggression		
	Job Referral		
	• Improve long-term economic, social, and environmental well-being of vandal and vandal's family unit		
Project Elements	• Provide recreational facilities and support services for 50 vandals a year	Project objectives: • rehabilitate 50 vandals • counsel 50 vandals	Number of vandals rehabilitated Number of vandals counseled
	• Provide rehabilitation and counseling for 50 vandals	Project elements:	Number of:
	• Recreational facilities preparation	• facilities prepared and equipped	• facilities
	• Staff development	• aids trained	• equipment
	• Provision of supportive services	• vandals referred	• vandals referred
	• Rehabilitation	• vandals counseled	• vandals counseled

Grantsmanship

It is possible to plan and implement a youth alcohol prevention project without seeking special funds. In this case, you develop and implement your project with an intact population. Girl and Boy Scouts, Girls' and Boys' Clubs, American Legion youth, Masonic orders, Elks' youth group, and Reindeers are examples of these kinds of groups.

Recently, church youth groups have taken an interest in alcohol education. Many church denominations support national groups—Catholic Youth Organization (CYO), Methodist Youth Fellowship (MYF), and the Sunday School and Baptist Training Union Board (SSBTUB). These denominational youth groups are already funded by the sponsoring churches. Involving these youth may mean helping the sponsors design an alcohol education agenda. Should it be decided that outside funds are needed, then learning the art of grantsmanship becomes a necessity.

How Do I Pay for the Program?

Grantsmanship is knowing who has the money and how to get it. Grantsmanship is also knowing the mechanics of outlining a good proposal that answers the proper questions.

First, you must be aware of the problems of your community. You can find the problems by conducting a community needs assessment described in an earlier section of this *Guidebook*. Then prioritize the problems and select one to be addressed in the grant application. Based on the data from the needs assessment, you should establish some measurable goals—results that can be quantified or counted.

Next, outline the strategies you will use in order to achieve those goals. Once you have completed the above tasks, you are ready to begin your search for funds.

It is not always easy to identify potential funding sources. However, there are resource guides and catalogs that may be helpful. Both public and private sources may provide funds. Most guides list the criteria of each funding source that must be met before an application can be considered for funds. The criteria include examples of the kinds of activities that have been funded in the past.

In addition to guides and catalogues, it is helpful to consult the *Catalog of Federal Domestic Assistance*, the *Federal Register*, and individual Federal Government agency newsletters for information on Federal grants. Another source of information on grants is the *Foundation Directory* and *Foundation News*.

Government Funding. If a government grant is your goal, you will want to know the stated purpose of the program to decide if your program fits within the Federal guidelines. You will also want to know the types of grants that have been awarded in the past and the kinds of agencies or organizations to whom grants have been given.

Some government grants require that grantees be able to match funding awards. If this is a requirement, you will want to find out the amount in dollars, services, or commodities your organization will be required to contribute. Also, there may be other special requirements, such as age of target group or geographical location.

Much of this information can be found in resource manuals, but a sure way of getting the most up-to-date information is to make personal contact with the funding agency. At the same time, request an application packet that includes program regulations, guidelines, and application forms.

If you are applying for funds through your State, county, or city agency, you should obtain copies of State plans. These plans can help you determine the relationship of your project to the overall State plan to serve minority youth and can guide you in tailoring your application to fit within this plan.

Foundation Grants. Most foundations are restrictive in the kinds of programs they fund. Foundations generally publish an annual report that lists the types of grants awarded over the previous year. Some foundations also have a clearly defined geographic service area. It is important to know which foundations will fund programs in your area. In this way, you will not waste time by contacting foundations for whose funds you are not eligible.

Remember to be as personable as possible. Form letters should not be used because foundations react to them in the same way you react to junk mail. Each request or inquiry should be written or typed individually. If your correspondence is personalized, the probability of a response is much greater.

Uncharted Sources. Not all sources of funding are listed in guides and catalogs. There are sources of funds in your community that you may hear about through a "grapevine" or "gossip network." Sometimes local merchants who have business establishments in the neighborhood are willing to fund projects.

A local business owner can derive many benefits from a well-operated youth project. You can help that individual see the benefits, including tax deductions, for sponsoring or helping to sponsor such a worthwhile community effort. Local banks and real estate companies have sponsored youth projects in various communities across the country. Large chain franchises operate nonprofit foundations that fund various projects. McDonalds (fast food chain) will fund local projects up to a certain pre-stated amount.

Local churches are also potential sources of funds. Churches or individual church groups often given financial support to worthwhile community endeavors.

Black sororities and fraternities are another source. Alumni chapters often donate funds for award to selected charities, youth projects, and other community efforts. Although sororities and fraternities often have limited resources, this idea should not be overlooked. There are also a number of local chapters of national black organizations—NAACP, National Urban League, and others—that can be tapped to support a project.

Lions Clubs, Optimist Clubs, Junior Leagues, and junior chambers of commerce are all potential funding sources for local projects.

What Else Do I Need to Know?

If you are a novice at grantsmanship, there are two requirements you should be aware of. First, you should form a nonprofit corporation; second, you should obtain Federal and State tax-exempt status.

Foundations usually give their money to tax-exempt agencies. If the sponsoring agency is not tax exempt, or a new organization is being formed to operate the program and apply for funds, it will be necessary for you to apply for an Internal Revenue Service (IRS) letter of exemption. You can form a nonprofit corporation in the following way:

- Select and name for the organization not held by any other in the State
- Draft articles of incorporation and by-laws
- Hold the first meeting of the organization's board of directors

After you have completed the three-step process above, you can file for Federal tax-exempt status. You may file the application or have an attorney do it for you. The original tax exemption is granted for a limited period of time, usually one year. This period is called the advance ruling period. After this time has elapsed, you must refile for the exemption with the IRS.

If you survive the above preliminaries, you are ready to begin proposal writing.

Writing the Proposal

Proposals written for foundations and those written for the Federal Government may be very different. Some foundations require the completion of an array of applications and forms along with a narrative description. Applications for both government and private funding, however, generally require the same types of information, although formats may differ. Basically, the required information falls into these categories:

- **Summary of Program.** Included here is the purpose of the program, demonstrated need for such a program, organization's qualifications, existing support, and amount of financial assistance requested.

- **Detailed Statement of Need.** Specifically, this section describes the identified problems in terms of magnitude, geographical scope, demographic scope, and target population. Needs assessment results, if available, are also discussed.

- **Statement of Programmatic Methods.** The strategies and activities proposed and the timetable are addressed here.

- **Statement of Short- and Long-range Goals.** Narrative on long- and short-range goals and ways to measure achievement of the goals comprise this part of the proposal.

- **Qualifications of the Sponsoring Organization.** Past success with similar programs is often a criteria for award; thus, a history of the organization and past achievements should include enough detail to convince the reader of the sponsor's ability to carry out the program.

- **Staffing.** Persons with experience in the field do much to lend credibility to the proposed program. Details should be provided on the key staff persons and their planned responsibilities.

- **Structure of the Organization.** How the program will be managed is a function of the organization's structure. This description should include the overall staffing pattern for managing the program, plans for a board of directors and its role, and the process for decisionmaking. An organization chart, accompanying the narrative, provides a good way to show this information graphically.

- **Budget.** Expenditures for the year should address labor costs and other direct and indirect costs. The allocation of other funds is also recorded in this section.

- **Evaluation.** A description of how program success will be measured will demonstrate the sponsor's concern with program accountability. The staff person responsible for evaluation should be identified.

- **Future Funding.** Because grant funds are usually for a limited time period, it is wise to have plans for future support of the program. Foundations and Federal agencies are interested in program continuity as well.

In addition to the information noted above, proposals generally are submitted with an appendix of supporting documents, such as letters of endorsement, staff resumes, IRS letter of exemption, annual report (if available), newspaper clippings of past accomplishments, and other materials.

To help you prepare the grant proposal, appendix A includes the following materials:

- Proposal outline for formatting the information
- Sample proposal charts that may be adapted and submitted along with the narrative portions of the proposal:
  - —Time schedule
  - —Evaluation design summary

Outreach

Just because a youth alcohol prevention program is out there does not guarantee that youth will flock to its doorstep. Much hard work went into starting the program, from mobilizing interest and assessing youth needs, to planning the prevention effort and hiring staff. The task now is to reach out to those black youngsters, capture their attention, and involve them in the program activities.

Why Outreach?

There is mounting evidence that strategies, such as the use of intact social systems, to involve youth in alcohol treatment programs, cannot be the strategies for involving youth in a prevention program. Youth are referred or in some cases ordered by the courts into treatment facilities by driving while intoxicated programs (DWI), school truant officers, runaway shelters, and many other programs that service delinquent youth. Unfortunately, these referral sources can rarely be tapped for referrals to a program that focuses on the prevention of alcohol abuse and alcohol-related behavior because the prevention target population comprises those youngsters who have not yet become involved with alcohol, or are in the early experimenting stages. If participants do not voluntarily come to your prevention program, you may find yourself with no program.

Primarily, prevention programs have experienced difficulty in continuous involvement of participants in their projects. Many of these programs made a decision to target their primary prevention efforts to intact youth populations, i.e., schools. In the 1970s, most primary alcohol prevention efforts were aimed at upper elementary and junior high school students. However,

recent research seems to indicate that alcohol-specific education in schools has not reduced the number of problem drinkers in those age groups. However, it is not clear whether the "captive audience" strategy failed; the alcohol-specific education failed; or the lack of true involvement on the part of the student caused the failure. Whatever the reason, prevention workers of the 1980s must formulate a new agenda. This agenda must include interface with the target population and the environment of the target group. This double-edged effort can utilize a program concept used extensively during the the 1960s with success at reducing street violence and street gangs in many urban centers—the dynamic of outreach.

What Is Outreach?

- **Outreach is an organizational approach at involving communities, agencies, organizations, adults, and youth in a collaborative effort to affect social change.**
- Outreach is a work style based on the concept of aggressive concern for individuals, action-oriented advocacy, and the collaborative facilitation of change necessary to make the total life experience and self-worth of the individual positive.
- Outreach, no matter what your definition is, consistently means meeting people where they are to effect some type of involvement—in the case of a prevention program, to involve youth in informational, educational, alcohol-specific programs, and to positively affect his/her future drinking behavior.

The need for outreach activities varies greatly from place to place, agency to agency. For example, a city's main youth center is underutilized or would like to involve more youth in a prevention environmental-education program. The center's youth alcohol treatment program always has clients to serve but how do you get youth into a prevention program? As proposed in preceding chapters, activities like conducting a needs assessment and forming a community network are ways to begin. But that type of sharing does not necessarily bring youth into the facility. The youngsters may or may not come to the program, so the program has little choice but to go to them by reaching out to where they are.

Where Are the Youth?

The community needs assessment can be helpful in indentifying youthful hangouts. Where do you find the youth? Are they all in one spot? Can you pick up a phone and reach them? What are the things they like to do? What type of program would they like to see in the community? Are you willing to provide that type of program? The results of your needs assessment will determine where your outreach effort should begin. Some places the needs assessment may identify are:

- Street corners
- Playgrounds
- **Pool halls**
- **Bowling alleys**
- **Shopping centers**
- School yards
- Parks

How outreach works to identify youth is shown in exhibit 12. This is a beginning list. Many other examples are possible.

The Special Role of the Outreach Worker

Everyone associated with the program should conduct outreach; however, one or several people should have major responsibility for this important part of the program that demands a range of social work as well as interpersonal skills.

The individual must be expert in the field of cooperative community involvement because the success of outreach as a strategy depends on his/her ability to bring the program to the participant. The community outreach worker has 10 major responsibilities:

- Individual neighborhood youth contact
- On-the-spot evaluation of potential program participants
- Street corner education rap sessions
- Individual counseling
- Dissemination of information (verbal and written)
- Enlisting of community volunteers

- Development of neighborhood meetings on alcohol education
- Public relations activities
- Establishment of working relationships with individuals and community entities that relate to youth
- Making referrals to the program and other youth-serving agencies

Given the above list of responsibilities, the skills of a community outreach worker should include:

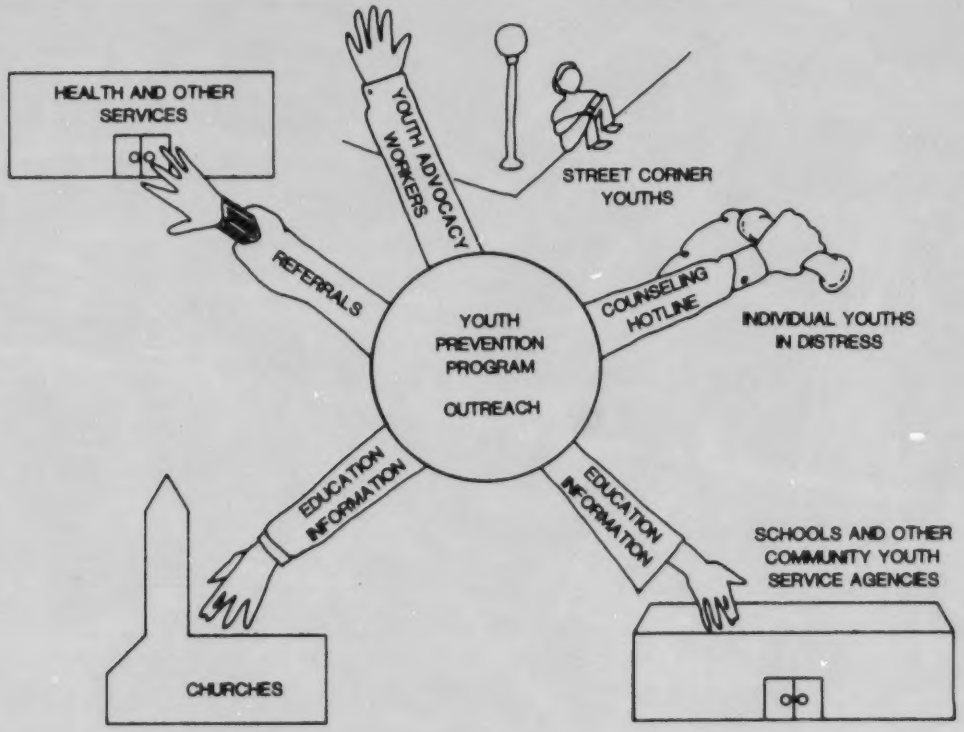
Interpersonal/Group/Counseling/Youth Advocacy Skills

- Ability to relate to people, youth in particular
- Ability to relate on a cultural level to the experience of blacks and other minorities in America
- Proficiency in group work and counseling as a way of providing needed services
- Knowledge of the role of a youth advocate
- Knowledge of confidentiality issues and laws

Training/Record Keeping/Community Education/Communication Skills

- Ability to provide alcohol education to individuals, families, and communities
- Experience in keeping records, intake files, reporting, and making referrals
- Ability to bring agencies, organizations, and community people together to collaborate in a joint prevention effort
- Knowledge of the specific community's resources, problems, and problem-solving capacity

Exhibit 12.
Where Youth Are Found



Planning/Evaluation Skills

- Ability and experience in planning strategies for involving youth in educational programs
- Ability to evaluate outreach activities for later programing and funding requirements

Who Needs Outreach?

Most agencies realize that selected groups are in need of services, but, for a variety of reasons, these groups do not receive those services. Social service agencies believe that those who are victims of past racism, prejudice, and discrimination need to be involved in once exclusionary programs. But how about those youth who are idle with few positive role models? Do they need outreach to involve them in quality activities? Youth who have not yet been identified need to be contacted and involved in a positive program experience. The earlier the intervention, the greater the likelihood that the problem behavior will improve. Because of apparent gaps in the social service system, some youth have been overlooked. Not all such service needs can be met in an office or on the telephone.

Systems Approach to Youth/Prevention Programs—Outreach

A systems approach to getting a job done is the process of drawing together concerned individuals, groups, and agencies to achieve a particular goal. In this case, the systems are interested community leaders, black community organizations, parents, teachers, social service agencies, and others, and the goal is to bring youth into the youth alcohol abuse prevention program. The systems approach to outreach involves the integration of activities on two levels: (1) community/interagency outreach—development of relationships with the community and with other agencies for support of prevention programing; and (2) program participants outreach—meeting youth where they are—both in formal and informal settings. The levels may at times overlap since the overriding goal is to involve and service youth. Exhibit 13 shows the combination of potential groups and agencies that make up the outreach system. As the arrows indicate, an exchange of information takes place between the program and the various systems in the community that are in contact with youth. Such an exchange enables the program to realize it ultimate goal—that of bringing youth into the program for the purpose of assisting them to develop positive drinking behaviors.

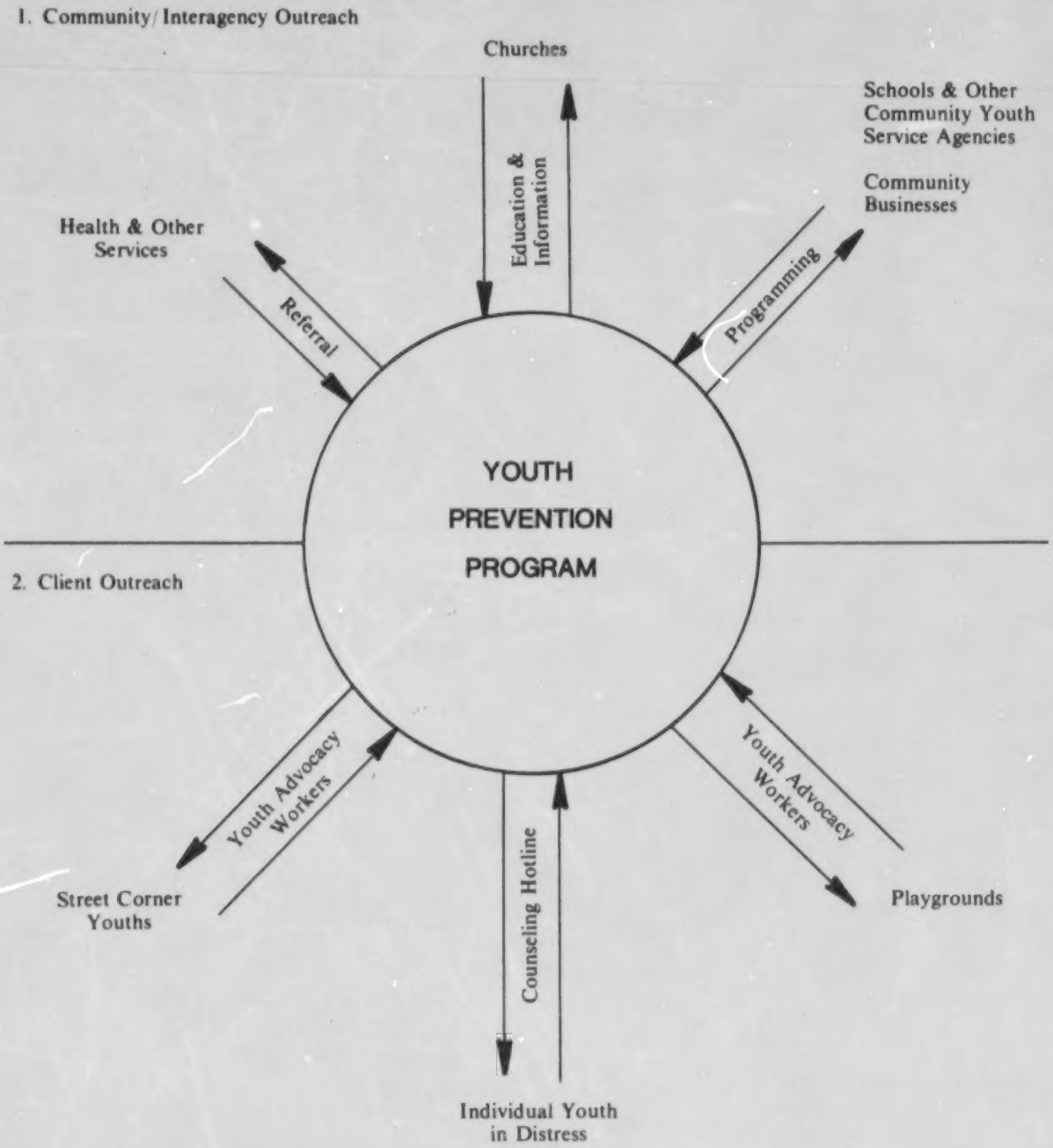
Prevention efforts should be reciprocal in nature. The youth prevention program can provide alcohol information and education to the community as well as referrals to community agencies. The community agencies, at the same time, should be serving in a similar capacity as sources of information, referral agents, and perhaps as advisory board members. The community agencies could also help in developing a total profile of the youth that need alcohol information and education. The youth prevention program, in a reciprocal relationship with community businesses, could provide afterschool recreational activities, job training, career education fairs, or summer jobs.

In terms of its participants, the prevention program can provide alcohol education and information, recreational space and equipment, job placement, counseling hotlines, and youth advocacy workers. The youthful participant can provide, within the program's structure, valuable ideas for programming through advisory groups, planning groups, and suggestion boxes.

Outreach: A Community Challenge

Outreach is a series of interrelated activities within a cultural environment. These interrelated activities demand involvement by the community, the prevention program, and the potential program participant. Outreach brings about community cooperation by linking youth needs, community services, and face-to-face communication. Outreach is the challenge of every prevention program, but, when implemented properly, can lead to significant programs in attracting large numbers of youth and helping them make responsible decisions about alcohol use.

Exhibit 13.
The Outreach System



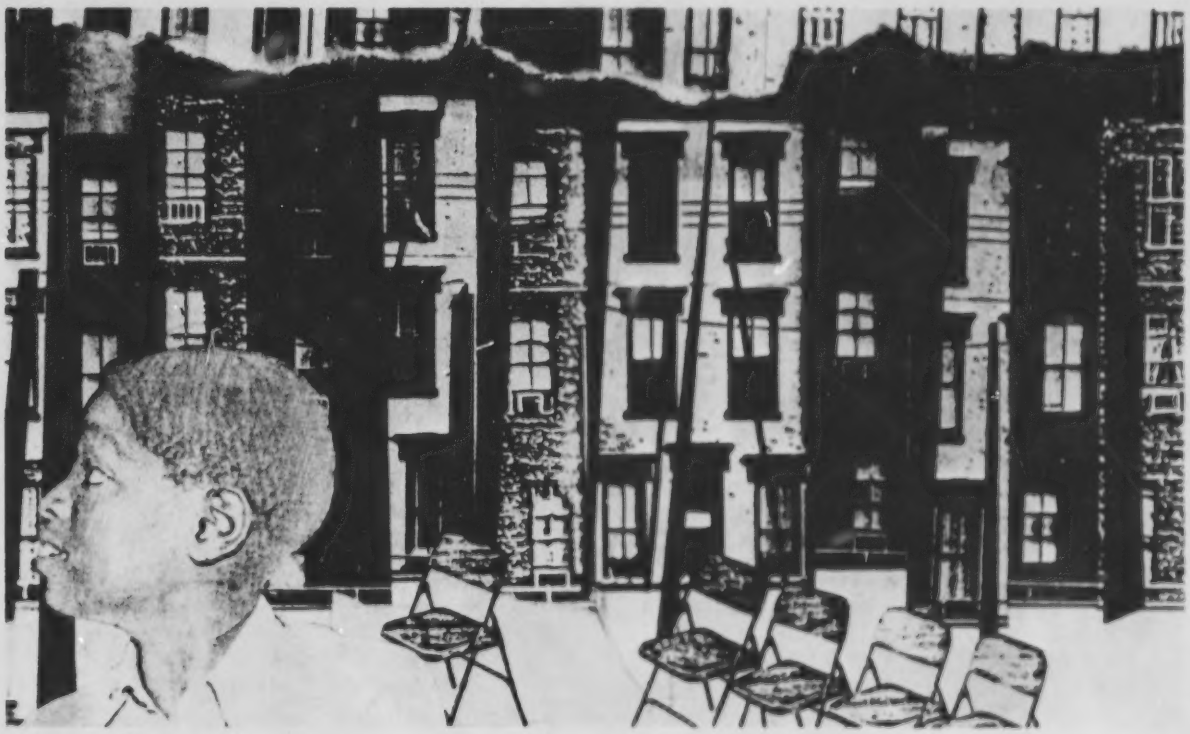
Summary

Drawing on the many existing resources—intact groups, social and political networks, social service agencies—black people can work together to develop alcohol abuse prevention programs for black youth. Past successes in integrating schools, restaurants, and transportation systems are prime examples of what can be accomplished through community cooperation. Applying some of these techniques to prevention programing, this *Guidebook* has described a series of steps to help you get started, from mobilizing for action, clarifying agency interest, getting cosponsors, networking, conducting a needs assessment, holding a community prevention workshop, planning the program, writing a grant proposal, to understanding how to use outreach.

The resource and how-to information presented in chapter 3 is based on research as well as on the experiences of communities and organizations such as yours. However, these techniques are not failure proof. There may be a number of reasons why you may not succeed in carrying out these steps at first, but do not give up. If there is a youth alcohol problem in your community, you are needed. It sometimes takes a little time to convince the people in the community that a problem exists. It may take additional time to develop an awareness of alcohol problems among the leaders of the community. It may take months to complete the needs assessment if you have no funds and no help. It may be necessary to mobilize a small group of aware volunteers before you begin. You know your community better than do the writers of this *Guidebook*. You know the attitudes, loyalties, power structures, leadership, and economics of your community. Study the negatives and positives and make them work for you. If your plans go awry the first time, hang in there and try something else. Success is possible through community-wide cooperation and commitment to meeting the needs of black youth and enabling them to build positive futures for themselves within the black community and American society as a whole.

It should also be mentioned that not all prevention efforts require such elaborate organization and planning. It is possible for groups to plan and carry out smaller activities. Community mobilization may not be necessary for less complicated activities such as a health fair, a poster contest, or similar activity.

Chapter 4
Finding Out If the Program Works



This chapter offers basic information on evaluating youth alcohol abuse prevention programs. After reading this chapter, you will be able to:

- Explain what evaluation is supposed to do
- Understand how to assess the problem facing the program and where to get information to do this
- Understand how to write program goals
- Know the difference between quantitative and qualitative measures
- Know how to collect and analyze information needed to evaluate the program
- Understand the special evaluation problems of black social programs

Overview

Evaluation is a way to find out if the program does what it proposes to do. The process of evaluation should start at the beginning of a program, so that information can be gathered throughout the program's operation. This information can be used to plan for the future of the program, improve the services, change the approach, report to the community on the program's progress, and report to outside funding sources about the effectiveness of the services and allocation of money and resources. Lastly, it can help others decide whether or not to replicate or copy your program approach. The fact that your program is effective and can be replicated by others is an important consideration of funding agencies.

The process of evaluation consists of four primary steps:

- Assessing the problem
- Defining goals and measures
- Collecting and analyzing data
- Measuring achievement

Through these sequential steps, it is possible to begin evaluation from the day the first youth walks in the door and asks to enter the program's deejay contest to win a hit record. Your outreach efforts have apparently been successful because your first program participant heard from his friend on the corner that your program and the local radio station were cosponsoring the contest.

Assessing the Problem

Planning for evaluation, however, should begin long before the first youth walks in the door. The first task of the evaluation process begun earlier is to identify the scope of the problem that the program will address. As discussed in chapter 3, a needs assessment is a way to survey community organizations, adults, and youth to learn their perceptions of which alcohol-related problems are considered priority for black youth in this community.

The assessment must describe the extent of the alcohol abuse, the actual impact of this health problem on the community, and other information, such as alcohol availability and drinking age laws in the geographic area.

Part of the evaluation process involves measuring related incidence (number of cases) or indicators of the problem. Categories of information that can be used to indicate the scope of the alcohol abuse problem among youth include:

- School dropouts with alcohol abuse history
- School suspensions involving alcohol
- Arrests of adolescents involved in fights, arguments, and other violence-related crimes when alcohol is involved
- Arrest of adolescents involved in accidents while intoxicated
- Reports of injuries or deaths in accidents involving adolescent drivers under the influence of alcohol
- Fires and arson caused by youth while drinking

Gathering information and statistics on the broad categories mentioned above can give a good indication of the extent of the alcohol problem in the community.

Defining Goals and Measures of Achievement

The goals of a program are statements of the results it expects to achieve in dealing with the problem. Program goals should be clear, specific, and measurable. The goals of prevention of youthful alcoholism may be viewed at two levels:

1 To reduce the cost to society

2 To improve the welfare of adolescents who are abusing alcohol

Society's costs are generally considered to be those incurred through highway danger, alcohol-related crimes, school dropouts, welfare, and other supportive costs from society and productivity losses.

Goals are generally universal in scope; therefore it is necessary to translate goals into specific indicators or measures of goal achievement. As an example, adolescent driving while intoxicated creates a danger and cost for society; specific alcohol abuse/safety indicators for the problem could include the following:

- Numbers of adolescents arrested during the year for driving under the influence
- Numbers of people killed or hurt in accidents in which the adolescent was driving while intoxicated

The danger may be seen as a consequence of the abuse of alcohol by adolescents. In this case, an approach to reduce the danger created by driving while intoxicated is to reduce the incidence of alcohol abuse among adolescents.

Since the intent of evaluation is to be able to judge the program on any changes it may have brought about in the target population, it is essential to be able to compare the "state of affairs" before and after. This is called pre- and post-program evaluation. Information collected in the needs assessment on adolescent arrests for driving under the influence, for example, will provide data on pre-program conditions while information collected during the program operation will describe what effects the program is having on reducing arrests.

Program Measures

The measures or indicators used to evaluate the results of the program depend on the program intent. The intent of an alcohol prevention program may deal with attitudes, values, knowledge (or skills), and behavior change. Measures can relate to the people being served, those affected by changed patterns of service, the community, or the public at large. It is recommended that programs use quantitative as well as qualitative measures in evaluating prevention efforts.

Quantitative Measures

Most evaluation measures are stated in quantitative terms enabling the program to collect hard data or specific numbers by which to judge its progress. The outreach component of the program, for example, would be concerned with the number of:

- Community and agency contacts made through outreach activities
- Referrals sent to the program from respective community agencies
- Information and education activities the program has offered and delivered to the community
- Activities resulting from collaborative programing
- Youth involved by ethnicity, age, and sex
- Youth involved by specific locations
- Youth involved in summer youth employment
- Youth provided with educational materials
- Youth bringing other friends with them
- Program flyers distributed
- Times the hotline has been used for crisis counseling, advice, and answering questions.

Qualitative Measures

An additional way to evaluate a program is to look at performance subjectively; that is, ask participants, adults, and community groups what they think and feel about the prevention effort. The information collected in this part of the evaluation is of particular interest to the program staff, parents,and community groups, but is used less frequently in reporting program results to outside funding sources. Because perceptions are being recorded here, actual numbers are not appropriate, but rather subjective answers are sought to questions on the program's effectiveness. Again, using the outreach program as an example, staff will want to know the following:

- What do youth say about outreach, how did they come to the center, what do they do there, and why?
- Is the program important to them?
- Have they developed positive skills while at the center?
- Is the program sensitive to their cultural needs?
- What is the quality of the organizational relationship with other agencies?
- Have new clients been served better because of this reciprocal relationship?
- What have been the results of the information/education activities in terms of awareness in the community about the center's activities, alcohol, and prevention?
- Is the concept of outreach understood and demonstrated by both organizational and individual skills?
- Do business operators in the area have a different, more positive, relationship with youth because of the outreach effort?

Collecting and Analyzing Data

The term "data" is another word for information, often used in discussing program evaluation. The data collection methods used depend on the type of information (measures) to be collected. For example, information on behavior change can be collected through self-reports of individuals and by reports of teachers, counselors, employees, and other adults. Other sources of behavior information are records such as school grades, arrests, and hospital admissions.

An important consideration in any data collection effort is the issue of confidentiality. This is particularly critical in programs involving possible criminal or socially deviant behavior. In some cases, it is necessary to obtain the informed consent of a respondent prior to his/her completing a questionnaire or releasing personal information from secondary sources (e.g., school records). State alcohol agencies and NIAAA can provide assistance with confidentiality issues as they relate to the development of questionnaires.

Tests, questionnaires, and interviews can be used to collect data about skills, knowledge, attitudes, and values. In prevention program evaluation, it is important to measure the well-being of adolescent participants, the degree to which their self-image is enhanced, and the soundness of their skills in decisionmaking. All of these measures related directly to the second part of the goal:

- To improve the welfare of adolescents who are abusing alcohol

Evaluation has to measure the impact of the program on society as well. Surveys and questionnaires can measure the opinions of adults, youth, and agencies and record their perception of whether or not adolescents in the community are continuing to abuse alcohol. Records of school suspensions, dropouts, police arrests, and accident reports can be used to measure whether or not the incidence of deviant behavior involving alcohol is reduced. These measures relate specifically to the first part of the goal:

- To reduce the cost to society

All of the above information from tests, questionnaires, surveys, interviews, etc., represents evidence of the program's results or impact. This can be analyzed in a number of ways. The structure used to analyze and summarize the needs assessment data (p. 60) facilitates comparisons between adult attitudes and perceptions on youth alcohol abuse prior to and during the program. Regardless of the approach used, the evaluation results should be in a form that is readily understood by the funding agency involved and usable by the staff as a planning and management tool.

Evaluating Prevention Programs for Black Youth

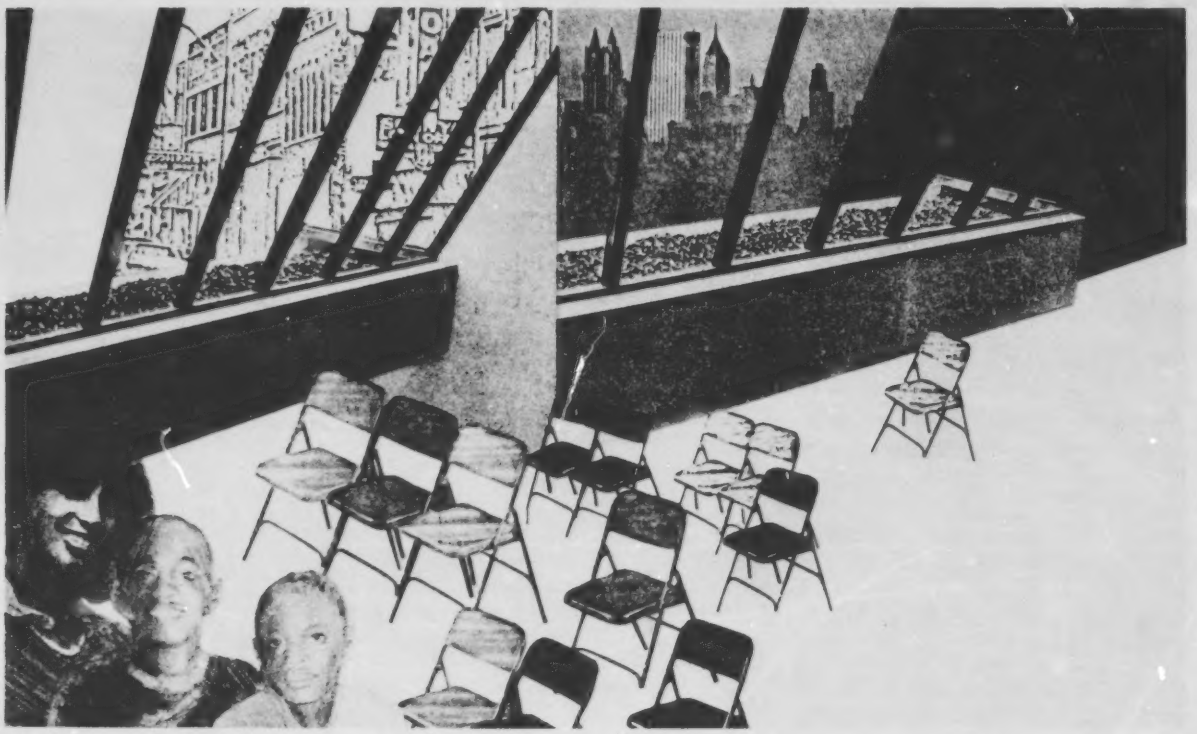
Traditionally, black social programs have been weak on evaluation, and youth alcohol prevention programs, newcomers to the scene, may be expected to follow the same mode. This is not intended to discourage planners, but rather to make them aware that, for youth alcohol abuse reduction efforts to continue beyond initial funding, it is essential that quantitative indicators of achievement be selected and constantly monitored. The numbers of individuals being served, the changes in arrests of young people for alcohol-related traffic accidents, and other indicators are ways to continually measure the progress of the program. It is vital that black social program traditions of minimal public reporting be changed and adequate information be collected and publicized so black youth can be given continuing opportunities to make their own decisions about alcohol.

Summary

Finding out if the program works is extremely important for several reasons. The program staff need to know if their efforts in reducing negative alcohol behaviors among youth are succeeding and, specifically, if current approaches should be changed in any way; community supporters, including outside funding agencies, will want to know if their contributed resources are being used in the best way. Finding out if the program works is carried out through the evaluation process. This begins with an assessment of the problem, a task usually accomplished by means of the needs assessment. Next, program goals are established and ways to measure their achievement are determined. Immediately following that, data collection begins from the minute the first youth walks in the door; his/ her age, sex, family background, drinking behaviors (if discernable), and other relevant information are recorded and will later be referred to in evaluating what effect the program is having on youth behaviors in the community.

While program evaluation may appear to be just another bureaucratic hassle to put up with, it is essential for planners of black youth programs to understand that such efforts in the past have failed for just this reason. Program staff were too busy to bother with this recordkeeping chore, and thus many worthy prevention efforts were never refunded. Specific data on numbers of youth served and reductions in negative behaviors, such as vandalism and arrests for driving while intoxicated, are important as a means for demonstrating the positive impact of prevention programs and providing for their continued funding and community support.

Chapter 5
Getting Help



This chapter provides a list of program planning and funding resources that are available to help planners of black youth alcohol abuse prevention programs. After reading this chapter, you will:

- Be aware of public and private national, State, and local organizations offering technical assistance and black networking strategies
- Know what approaches ongoing prevention programs are taking to combat alcohol abuse among black youth and how to obtain information on these approaches
- Be aware of public and private national, State, and local organizations offering funding support for prevention programing
- Know what publications are available to assist applicants in developing prevention strategies and fundraising for youth programs

Overview

Alcohol abuse among black youth is a concern not only of communities, but of county, State, and Federal governments, private organizations, and commercial interests. Federal legislation recognizes alcohol abuse among youth as a critical problem; State legislatures and local governments have singled out minority youth for special youth programs; social service organizations have identified youth as a target population for receipt of technical and other assistance; and commercial interests see prevention programing for young people simply as good business. These combined concerns have generated funding, pilot prevention projects, published materials, and consultation services.

This chapter highlights program planning and funding sources that may be tapped to assist communities to plan and implement alcohol prevention programs for black youth. By no means exhaustive, the lists offered here are intended as a starting point. These resources may well suggest other contacts better suited to individual community and program needs.

Program Planning Resources

As a community begins to plan and implement a prevention project, many questions arise. How should a project be staffed? What prevention strategies will be most effective? How can other community resources be used? Fortunately it is not necessary to create answers to these questions in a vacuum. Others have been through the process before and can provide some direction through published material on specific strategies, technical assistance, networking techniques, and information sharing. National public and private organizations, public State organizations, and ongoing prevention programs have a variety of resources to offer prevention project planners.

Published Materials on Specific Strategies

Peer and Cross-age Tutoring/Teaching

Peer and cross-age tutoring are ways to enable students to assume adult roles. Adolescents become involved in their own learning and in someone else's learning and take on a "real world" responsibility within the structured world of the school. Suggested readings on this topic are:

Gartner, Alan; Kohler, Mary; and Reissman, Frank. *Children Teach Children.* Scranton: Harper & Row, 1971

Horan, J.; Hill, R.; De Girolomo, M.; and Shute, R. The effect of older-peer participant models on deficient academic performance. *Psychology in the Schools,* Vol. II:207-212, 1974.

Lippitt, Peggy; Lippett, Ronald; and Eisman, Jeffrey. *The Cross-age Helping Package.* Ann Arbor, Mich.: Institute for Social Research, University of Michigan, 1971.

Values Clarification

Values clarification is based on the premise that we must clearly recognize our values before we can make conscious well-informed choices and decisions. Values clarification can be an effective strategy if the subject matter is made relevant to the lifestyle of adolescents and adaptable to their socioeconomic condition. Some suggested readings that can easily be tailored to the experience of ethnics of color are:

Banks, J.A. *Teaching Strategies for Ethnic Studies.* Boston, Mass.: Allyn and Bacon, 1975.

Curwin, R.L., and Curwin, G. *Developing Individual Values in the Classroom.* Palo Alto, Calif.: Learning Handbooks, 1974.

D'Augelli, J.F. and Weener, J.M. *Communication and Parenting Skills, Leader Guide and Parent Workbook.* Washington, D.C.: Supt. of Docs., U.S. Govt. Print. Off., 1976.

Frye, R., and Rockness, P. *Life Skills for Health—Focus on Mental Health - K-12.* North Carolina Dept. of Public Instruction, 1974.

Goodman, Joe. *New Developments, New Directions in Values Clarification—Vol. I and Vol. II.* Saratoga Springs, N.Y.: Creative Resources Press, 1978.

Harmin, Merrill; Kirschenbaum, Howard; and Simon, Sidney B. *Clarifying Values Through Subject Matter.* Minneapolis: Winston Press, 1973.

Howe, Leland W., and Howe, Mary M. *Personalizing Education, Values Clarification and Beyond.* New York: Hart Publishing, 1975.

Raths, Louis E.; Harmin, Merrill; and Simon, Sidney B. *Values and Teaching: Working with Values in the Classroom.* Columbus, Ohio: Charles E. Merrill, 1966.

Simon, Sidney B.; Howe, Leland W.; and Kirschenbaum, Howard. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students.* New York: Hart Publishing, 1972.

Peer Counseling

Peer counseling focuses on affective development. It is a support program that should be designed to reach that segment of the adolescent population that may not seek the help of an adult in solving a particular problem. While peer counselors are helping others, they are reinforcing their skill in interaction, becoming more aware of their own feelings, and growing as they help others grow. A review of the following material may assist in making a decision to include peer counseling in an ethnic alcohol prevention program.

National Clearinghouse for Alcohol Information. "Boy's Harbor: A Prevention Prototype Peer Counseling Program for Youth Using Affective Education," by McManus, P. and Kassebaum, P. Rockville, Md.: National Institute on Alcohol Abuse and Alcoholism, The Clearinghouse, 1977.

Gray, H. Dean, and Tindall, Judith. *Peer Counseling.* Muncie, Indiana: Accelerated Development, 1978.

Hebeisen, Ardyth. *Peer Program for Youth.* Minneapolis: Augsburg Publishing House, 1973.

Myrick, Robert, and Erney, Tom. *Caring and Sharing.* Minneapolis: Educational Media, 1978.

Samuels, Don, and Samuels, Mimi. *Peer Counseling.* Miami, Fla.: Fiesta Publications, 1975.

Alternatives

Alternatives are those constructive involvements that act as meaningful options to alcohol abuse. Programs that select alternative approaches for black youth programs potentially need more focus and direction than others. The reason is the need for meaningful alternatives that produce lasting satisfaction, increase self-esteem, and develop useful skills. This method has the potential to unite communities as well as produce strong individuals. If a philosophy of a program is that youth must be given viable options to alcohol use, given their poor socioeconomic condition, an alternatives approach may be the route to go. For some introductory information see:

Balancing Head and Heart: Sensible Ideas for the Prevention of Drug and Alcohol Abuse. "Book 2: Eleven Strategies" produced and published by: Pacific Institute for Research and Evaluation for the Governor's Council on Drug and Alcohol Abuse, Penn., 1975.

Cohen, A.Y. *Alternatives to Drug Abuse: Steps Toward Prevention.* Rockville, Md.: National Clearinghouse for Drug Abuse Information, 1973.

Gordon, Paula. Alternatives to drugs as part of comprehensive efforts to ameliorate the drug abuse problem. *Journal of Drug Education* 2:289–296, 1972.

McCloskey, M. and Klunbard, P. *Youth Into Adults.* National Commission on Resources for Youth, New York.

National Institute on Drug Abuse. *It Starts With People.* by Henry S. Resnik. Rockville, Md.: The Institute, 1979.

National Institute of Mental Health. *Alternative Pursuits for America's 3rd Century.* Edited by L. Messolonghites. Washington, D.C.: Supt. of Docs., U.S. Govt Print. Off., 1974.

New Roles for Youth in School and Community. National Commission on Resources for Youth. New York: Citation Press.

Survival Strategies for Black Programs, Vol. 2. Kansas City, Mo.: Centralized Regional Training Center, May/June 1979.

National Public and Private Organizations

Center for Community Change
100 Wisconsin Ave., N.W.
Washington, D.C. 20007

Linking community groups with community development techniques is the focus of the Center for Community Change. The Center concentrates on the problems facing low-income communities and provides training in strategies and advocacy.

Center for Multi-Cultural Awareness (CMA)
2924 Columbia Pike
Arlington, Va. 22204

A project of the National Institute on Drug Abuse (NIDA) and operated by Development Associates, CMA is a resource center for black, native American, Asian American, Puerto Rican, Mexican American, and Hispanic communities. The Center identifies, develops, and adopts culturally relevant materials for drug abuse prevention, provides technical assistance to State agencies to develop plans as well as assistance to local programs within minority communities. The Center has expertise to offer community groups specifically in the area of networking and coalition building.

U.S. Department of Education
Black Concerns Staff
Hubert Humphrey Building
200 Independence Ave., S.W.
Washington, D.C. 20201

Current information is available in the area of network building and Federal funding.

National Association for the Advancement of Colored People (NAACP)
1242 North Broad St.
Philadelphia, Pa. 19121

The community action arm of the NAACP can be helpful in giving technical assistance to community groups. There are over 1,500 local chapters of the NAACP that can be used as a resource throughout the country.

National Black Alcoholism Council (NBAC)
United Methodist Building
100 Maryland Ave., N.E.
Washington, D.C. 20002

The NBAC is a newly formed organization dedicated to dealing with black people and the devastation of alcoholism in black communities. The Council may be of assistance to community people in the area of treatment, prevention, public policy, research, and planning.

National Center for Alcohol Education (NCAE)
1601 N. Kent St.
Arlington, Va. 22209

The NCAE offers training packages in programing, community resources, planning, maintaining a volunteer program, and training the youth worker in an alcohol service agency. Of particular interest is a prevention kit available for black communities, entitled "Ounce of Prevention."

National Center for Urban Ethnic Affairs
1521 16th St., N.W.
Washington, D.C. 20036

The emphasis is on technical assistance to urban neighborhood programs. Ethnic minorities are the focus of a separate research and development component and an ongoing drug project. The Center is involved in training community organizers via the Vista program and offers information and technical assistance in networking and coalition building.

National Clearinghouse for Alcohol Information (NCALI)
P.O. Box 2345
Rockville, Md. 20852

The NCALI Black Americans Program develops publications, sponsors projects and activities, and collects bibliographic material on black Americans and alcohol use/abuse. Services available include computer searches and special interest packages, including youth-oriented publications. (NCALI, operated under contract to the National Institute on Alcohol Abuse and Alcoholism, plans and implements prevention activities and publications.)

National Council on Alcoholism (NCA)
Minority Program
733 Third Ave.
New York City, N.Y. 10017

NCA provides technical assistance in program planning and evaluation for minority groups. The Council distributes literature on alcohol and minorities and maintains a list of minority consultants and projects to assist program planners.

National Drug Abuse Clearinghouse (NDAC)
5600 Fishers Lane
Rockville, Md. 20857

Materials such as pamphlets and reports on drugs and minorities are available free to the public. NDAC publishes *Drug Abuse Prevention Films: A Multicultural Catalog* that lists several films on minorities.

U.S. Department of Health and Human Services (DHHS)
National Institute on Alcohol Abuse and Alcoholism (NIAAA)
5600 Fishers Lane
Rockville, Md. 20857

The Division of Prevention, consisting of the Prevention Policy Branch and the Prevention Services Branch, serves as a technical assistance resource to community groups interested in prevention at a community level.

National Network of Youth Advisory Boards
P.O. Box 402036
Ocean View Bridge
Miami, Fla. 33140

This group offers publications in the area of network communications and resource identification. Technical assistance can be obtained in the areas of accounting, budgeting, or reporting required by funding sources. Student volunteers attending local universities and members of local professional groups are available to assist new and ongoing prevention efforts for youth.

National Parent Teachers Association (PTA)
The Alcohol Education Project
700 North Rush St.
Chicago, Ill. 60611

The National PTA has a history of working with parents and youth on issues around youthful drinking. A series of four 2-hour workshops designed for parents to help children make informed decisions about drinking is available from the Alcohol Education Project.

National Urban League
500 East 62nd Street
New York City, N.Y. 10021

The League provides a wide variety of services to its affiliates, including training, financial management, and technical assistance for program development and community organizations.

National Youth Work Alliance (NYWA)
1346 Connecticut Ave., N.W.
Washington, D.C. 20036

NYWA is a reference and information service for youth workers and program developers. The Alliance publishes resource materials and a newsletter, *Youth Alternatives*. The Alliance also hosts an Annual National Youth Workers Conference and various training programs on specific topics of interest to youth workers.

National Self-help Resource Center
200 S. St., N.W.
Washington, D.C. 20009

This resource can provide community groups and organizations with information and bibliographies on networking and coalition building.

Pyramid Project
7101 Wisconsin Ave.
Suite 1006
Bethesda, Md. 20014

Pyramid West
3746 Mt. Diablo Blvd.
Suite 200
Lafayette, Calif. 94549

Pyramid Project is a resource-sharing network in the field of primary drug abuse prevention funded by the Prevention Branch of the National Institute on Drug Abuse (NIDA), Division of Resource Development. By contact with Pyramid, it is possible to get assistance and information on community management and staff development; prevention strategies, media, needs assessment and community organizations; research and evaluation; prevention curricula; funding resources; and training. Pyramid acts both as a consultant in directly addressing specific problems facing an agency or identifies other appropriate individuals/organizations that may offer consultant services to the agency.

U.S. Department of Education Training Centers

Through the "Help Communities Help Themselves Program" and the "School-Based Drug Abuse Prevention and Early Intervention Program," the Department of Education provides 2 weeks of annual training to teams from schools and communities throughout the Nation. Team members represent a variety of backgrounds to ensure that all segments of the community work together to establish prevention programs. To date, over 13,000 educators, students and young people, personnel from law enforcement, health and social service agencies, civic and church leaders, parents, and State and Federal agency personnel have been trained.

The five Regional Training Centers listed below are available to give interested persons information about programs established in their specific locations or States.

California

U.S. Department of Education
Drug Training and Resource Center
Box 9997 Mills College Station
Oakland, Calif. 94613
Director: Bryce Brooks

Florida

U.S. Department of Education
Drug Training and Resource Center
16400 N.W. 32nd Ave.
Miami, Fla. 33054
Director: Beth Malray

Illinois

U.S. Department of Education
Alcohol and Drug Abuse Prevention Education Training Center
2 North Riverside Plaza
Chicago, Ill. 60606
Director: Mickey Finn

New York

U.S. Department of Education
Drug Training and Resource Center
Adelphi National Training Center
P.O. Box 403
Sayville, N.Y. 11782
Director: Gerald Edwards

Texas

U.S. Department of Education
Drug Training and Resource Center
Trinity University
715 Stadium Dr.
San Antonio, Tex. 78284
Director: James Kazen

Public State Organizations

The State and Territorial Alcoholism Authorities are responsible for planning and funding alcohol abuse prevention, treatment, and rehabilitation services in each State. Technical assistance and information on funding opportunities are available from the agencies noted in the following pages.

Division of Alcohol and Drug Abuse
Carl A. Meyer, Director
502 Washington Ave.
Montgomery, Ala. 36130
(205) 834-4350, Ext. 332

Department of Health and Social Services
Office of Alcoholism and Drug Abuse
Robert Cole, Coordinator
Pouch H-05F, 231 South Franklin
Juneau, Al. 99811
(907) 586-6201

Arizona Department of Health Services
Bureau of Community Services
Alcohol Abuse and Alcoholism Section
Alex Arredondo, Manager
2500 East Van Buren St.
Phoenix, Ariz. 85008
(602) 255-1340

Office on Alcohol and Drug Abuse Prevention
Ms. Frankie Wallingsford, Director
1515 West 7th St., Suite 300
Little Rock, Ark. 72202
(501) 371-2604

Department of Alcohol and Drug Abuse
Ms. Rita Saenz, Director
111 Capitol Mall, Suite 450
Sacramento, Calif. 95814
(916) 445-[illegible]940

Alcohol and Drug Abuse Division
Jeffrey Kushner, Director
4210 East 11th Ave.
Denver, Colo. 80220
(303) 320-6137

Connecticut Alcohol and Drug Abuse Council
Donald J. McConnell, Executive Director
90 Washington St.
Hartford, Conn. 06115
(203) 566-4145

Division of Mental Health
Bureau of Alcoholism and Drug Abuse
William B. Merrill, Chief
1901 North DuPont Highway
New Castle, Del. 19720
(302) 421-6101

Office of Health Planning and Development
Leland Hall, Ph.D., Chief
1975 Connecticut Ave., N.W.
Room 836A
Washington, D.C. 20009

Mental Health Program Office
Alcoholic Rehabilitation Program
S. George Clarke, Acting Administrator
1323 Winewood Blvd.
Tallahassee, Fla. 32301
(904) 487-2820, 487-2830

Division of Mental Health and Mental Retardation
Alcoholism and Drug Abuse Services Section
William B. Johnson, Director
618 Ponce de Leon Ave., N.E.
Atlanta, Ga. 30308
(404) 894-4785

Territory of Guam
Mental Health and Substance Abuse Agency
Peter A. San Nicolas, Administrator
P.O. Box 20999
Guam Main Facility
Guam 96921
477-9704/5

Department of Health
Alcohol and Drug Abuse Branch
Vacant, Chief
1270 Queen Emma St., Room 505
Honolulu, Hawaii 96813
(808) 548-7655

Bureau of Substance Abuse
Charles E. Burns, Chief
450 West State, 4th Floor
Boise, Idaho 83720
(208) 334-4368

Department of Mental Health and Developmental Disabilities
Roalda J. Alderman, Associate Director for Alcoholism
160 North LaSalle St., Room 1500
Chicago, Ill. 60601
(312) 793-2907

Division of Addiction Services
John F. Jones, Assistant Commissioner
5 Indiana Square
Indianapolis, Ind. 46204
(317) 232-7816

Department of Substance Abuse
Gary Riedmann, Director
505 5th Ave.
Suite 202
Des Moines, Iowa 50319
(515) 281-3641

Alcohol and Drug Abuse Section
Lorne A. Phillips, Ph.D.,
Director
Biddle Building
2700 West 6th St., 2nd Floor
Topeka, Kans. 66606
(913) 296-3925

Bureau for Health Services
E. Austin, Jr., Acting
Commissioner
275 East Main St.
Frankfort, Ky. 40621
(502) 564-3970

Division of Substance Abuse
Calvit Bankston, Deputy
Assistant Secretary
200 Lafayette, St., 7th Floor
Baton Rouge, La. 70801

Office of Alcoholism and Drug
Abuse Prevention
Michael Fulton, Director
Bureau of Rehabilitation
Department of Human Services
32 Winthrop St.
Augusta, Maine 04330
(207) 289-2781

Alcoholism Control Administration
John Bland, Director
201 West Preston St.
Baltimore, Md. 21201
(301) 383-4082

Division of Alcoholism
Edward Blacker, Ph.D., Director
755 Boylston St.
Boston, Mass. 02116
(617) 727-1960

Office of Substance Abuse
Services
Kenneth L. Eaton, Administrator
3500 North Logan St.
P.O. Box 30035
Lansing, Mich. 48909
(517) 373-8603

Chemical Dependency Program
Division
Chuck Heinecke, Executive
Director
Centennial Office Building,
4th Floor
658 Cedar St.
Saint Paul, Minn. 55155
(612) 296-4610

Division of Alcohol and Drug
Abuse
Anne D. Robertson, M.S.W., Director
Robert E. Lee Office Building,
12th Floor
Jackson, MS 39201
(601) 354-7031

Division of Alcohol and Drug
Abuse
R. B. Wilson, Director
2002 Missouri Blvd.
Jefferson City, Mo. 65101
(314) 751-4942

Alcohol and Drug Abuse
Division
Michael A. Murray, Administrator
1539 11th Ave.
Helena, Mont. 59601
(406) 449-2827

Division on Alcoholism
James Bailey, Director
Box 94728
Lincoln, Nebr. 68509
(402) 471-2851, Ext. 415

Bureau of Alcohol and Drug
Abuse
Richard Hani, Chief
5th Floor Kinkead Building
505 East King St.
Carson City, Nev. 89710
(702) 885-4790

Office of Alcohol and Drug Abuse Prevention
Anthony Demetracopoulos, Acting Director
Health and Welfare Building
Hazen Drive
Concord, N.H. 03301
(603) 271-4627, 271-4630

Division of Alcoholism
State Department of Health
Riley Regan, Director
129 East Hanover St.
Trenton, N.J. 08608
(609) 292-8949

Substance Abuse Bureau
Edward Deaux, Ph.D., Chief
P.O. Box 968
Santa Fe, N.M. 87503
(505) 827-5271, Ext. 228

Division of Alcoholism and Alcohol Abuse
Sheila B. Blume, M.D., Director
44 Holland Ave.
Albany, N.Y. 12229
(518) 474-5417

Division of Mental Health, Mental Retardation and Substance Abuse
Alcohol and Drug Abuse Services
Steven L. Hicks, Deputy Director
Albemarle Building, Room 1100
325 North Salisbury St.
Raleigh, N.C. 27611
(919) 733-4670

Division of Alcoholism and Drug Abuse
Tom R. Hedin, Director
909 Basin Avenue
Bismark, ND 58505
(701) 224-2767

Government of the Northern Mariana Islands
Office of the Resident Commissioner
Jose L. Chong
Director of Health Services
Saipan, Mariana Islands 96950

Division of Alcoholism
Paul E. Lanham, M.P.H., Chief
246 North High, P.O. Box 118
Columbus, Ohio 43216
(614) 466-3445

Division of Alcoholism
Thomas Stanitis, M.S., M.H.S., Director
P.O. Box 53277, Capitol Station
Oklahoma, City, Okla. 73152
(405) 521-2811

Mental Health Division
Programs for Alcohol and Drug Problems
Richard Runyon, MSW, ACSW, Assistant Administrator
2575 Bittern, N.E.
Salem, Oreg. 97310
(503) 378-2163

Governor's Council on Drug and Alcohol Abuse.
Gary F. Jensen, Exec. Director
2101 North Front St.
Harrisburg, Pa. 17120
(717) 787-9857

State Alcoholism Program
Ms. Ivonne A. Codero Muratti
Assistant Secretary of Alcoholism
Box B-Y
Rio Piedras Station
Rio Piedras, P.R. 00928
(809) 763-5014

Division of Substance Abuse
R.H. Freeman, Assist. Director
General Hospital, Building 303
R.I. Medical Center
Cranston, R.I. 02920
(401) 464-2091

Mental Health Clinic
William Walters, Director
Pago Pago, American Samoa 96799

South Carolina Commission on Alcohol and Drug Abuse
William J. McCord, Director
3700 Forest Drive, Suite 300
Columbia, S.C. 29204
(803) 758-2521

Division of Alcoholism
John W. Jones, Director
Joe Foss Building
Pierre, S.D. 57501
(605) 773-3146

Division of Alcohol and Drug Abuse Services
Leon S. Joyner, Acting Assistant Commissioner
501 Union Building
Nashville, Tenn. 37219
(615) 741-1921

Texas Commission on Alcoholism
Ross Newby, Executive Director
Sam Houston State Off. Bldg. 8th Fl.
201 East 14th St.
Austin, Tex. 78701
(512) 475-2577

Division of Mental Health
Harry Wilson, M.D., Chief
Saipan, Mariana Islands 96950

Division of Alcoholism and Drugs
Jergen H. Schwerner, Director
P.O. Box 2500 - Room 340
Salt Lake City, Utah 84110
(801) 533-6532

Alcohol and Drug Abuse Division
James P. Leddy, Director
Waterbury Complex
103 South Main St.
Waterbury, Vt. 05676
(802) 241-2170

Division of Substance Abuse
A. Mort Casson, Ph.D., Assistant Commissioner of Substance Abuse
Department of Mental Health and Mental Retardation
P.O. Box 1797
Richmond, Va. 23214
(804) 786-5313

Division of Mental Health
Alcoholism and Drug Dependency
Olaf Hendricks, M.D., Acting Director
P.O. Box 520
Christiansted, St. Croix,
U.S. V.I. 00820

Bureau of Alcohol and Substance Abuse
Judith Merchant, Director
Mailstop OB-44W
Olympia, Wash. 98504
(206) 753-5866

Alcoholism and Drug Abuse Program
R.E. Washington, Director
State Capitol
Charleston, W.V. 25305
(304) 348-3616

Bureau of Alcohol and Other Drug Abuse
Larry W. Monson, Director
1 West Wilson St., Room 434
Madison, Wis. 53702
(608) 266-3442

Division of Community Programs
Guy Noe, Administrator
Hathaway Building
Cheyenne, Wyo. 82002
(307) 777-7115

Ongoing Prevention Programs

Alternatives
Richard Goll, Exec. Director
7324 Warwick Blvd.
Newport News, Va. 23607

The Alternatives, Inc. project offers adolescents an opportunity to participate in meaningful activities and to search for new ways of satisfying inner needs. Peers and and adults provide ongoing support to the range of alternative activities offered in the program. Other services include education programs for teachers, youth, and community people.

Barney Neighborhood House
3118 16th St., N.W.
Washington, D.C. 20010

The goal of Barney Neighborhood House is to develop involvement in the solution of community problems through community advocacy and the development and implementation of community organization processes. The program is community supported and backed by a coalition of community social service organizations. Youth are served through a summer urban day camp, after school activities, and teenage outreach activities.

California Black Commission on Alcoholism
1513 East 103rd St., Rm. 4
Los Angeles, Calif. 90002

Technical assistance, training, and education in the area of alcohol and drug abuse is the major focus of this minority program. The Commission conducts workshops and holds public awareness presentations on Black Americans and alcohol.

Minnesota Institute on Black Chemical Abuse
(MIBCA)
111 East Franklin Ave.
Minneapolis, Minn. 55404

MIBCA operates an ongoing prevention and treatment program in the Minneapolis/St. Paul area. A standard information packet on Black Americans and alcohol is available upon request.

Miracle House Community Youth Center
3530 Tracy St.
Kansas City, Mo. 64101

Miracle House is the result of a grassroots effort originally developed for treatment of inner-city persons addicted to alcohol. Miracle House now offers prevention drug education models, alternatives programs, values clarification, decisionmaking classes, tutoring programs, and parent involvement seminars. Central to the program's philosophy is the belief that the provision of alcohol and drug education is not enough; rather, youth need alternative ways to channel their energies and build self-esteem.

Ombudsman
Charlotte Drug Education Center
1406 E. Morehead St., Suite 201
Charlotte, N.C. 28204

This comprehensive prevention model includes a kindergarten through 12th grade curriculum, community projects, parent education, and prevention awareness components. The model is being replicated in North Carolina as well as in New York and Maryland with funds from NIDA.

Operation Snowball
Rockford Board of Education
201 S. Madison St.
Rockford, Ill. 61101
Jerry Shauver, Director

This peer leader program includes youth activities in which high school students learn peer counseling and peer support skills to assist other youth in making appropriate decisions about substance use. The project is a training and action effort for youth throughout Illinois.

Peer Education-Developmental Education (PEDE)
6600 Nicollet Ave.
Minneapolis, Minn. 55423
Al Orsello, Director

PEDE, a peer development program featuring parent education, has reached inner-city youth and parochial school students. Participants learn peer counseling, decisionmaking, problem solving, and values clarification skills. In addition, information on early intervention and treatment services is available.

Safe Streets, Inc.
2236 Ridge Ave.
Philadelphia, Pa. 19121

The Positive Alternatives for Youth project offered through Safe Streets, Inc. is dedicated to helping adolescents and young adults develop and utilize natural talents as alternatives to drug and alcohol abuse. Staff assist youth to examine their values and relationships with their peers, family, and teachers.

Saint Louis Office of Drug Abuse Prevention
555 S. Brentwood
Clayton, Mo. 63105
Ed Bodanski, Director

This countywide program provides a variety of prevention programs that include alternatives, youth self-help projects, community service, recreation, and outdoor programs. It reaches hundreds of youth and their families and is a model for countywide programing. Through Catalyst, a NIDA-funded project, the Saint Louis Office of Drug Abuse Prevention encouraged national voluntary organizations to commit their national and local efforts to primary prevention activities. The local community served as a model for the national project.

Seneca Center
868 Hunt's Point Ave.
Bronx, N.Y. 10474
Lillian Camejo, Director

Seneca Center is a community-based action program that features parent education and youth involvement. Its goal is to strengthen the relationships between parents and their children. This inner-city prevention program is funded by NIDA.

Warwick Drug Abuse Program (Channel One)
3296 Post Road
Warwick, R.I. 02886
Edward Kennedy, Director

Channel One programs are found in communities throughout New England. This particular NIDA supported program involves youth in a variety of skill development, human service, and alternative activities.

West Dallas Community Center
Drug Education and Prevention Program
1300 Dallas West Shopping Centers
Dallas, Tex.

This program is innovative in its approach to prevention. Youth teams made up of 10 young people and a youth worker are vehicles for educating and giving youth an alternative to drug use.

Funding Resources

Obtaining initial and ongoing funding for black alcohol abuse prevention programs usually requires exploring many sources. The best places to start looking are those that have tended to underutilize tax revenues earmarked for prevention/treatment programs and revenue sharing dollars. In order to survive in the world of limited funding sources, many programs have found it advisable to seek funds from a variety of public and private, local, State, and Federal sources, rather than relying on any one source. The following selected list of funding sources, agencies, and publications is brief, but can provide a beginning point for your fundseeking efforts.

Public

Federal agencies make direct project awards to community applicants. State and county agencies are also recipients of Federal grants as well as funds generated from State and local taxes.

Federal. Federal funding competition will be stiff; however, the following should be investigated with the same confidence you show in investigating other sources.

U.S. Department of Agriculture
Division of Agricultural Economics and Rural Sociology
Community Affairs Extension
204 Weaver Building
Pennsylvania State University
University Park, Pa. 16802

The Federal Assistance Program Retrieval System (FAPRS) is a computerized system that provides a means of identifying Federal programs that could be used to meet a community's developmental needs. It researches and organizes current Federal funding data by specific program and specific State rather than giving information on all the Federal programs that are available.

U.S. Department of Justice
Law Enforcement Assistance Administration (LEAA)
Office of Juvenile Justice and Delinquency Prevention (OJJDP)
633 Indiana Ave., N.W.
Washington, D.C. 20005

LEAA funds projects that deal directly with juvenile delinquency prevention. During the past 6 years LEAA has worked in partnership with the States and localities by providing three major categories of funding: planning funds, block grant funds, and discretionary funds. The major categories cover comprehensive planning, juvenile crime prevention programs, and experimental or innovative projects that supplement State comprehensive plans.

U.S. Department of Transportation (DOT)
National Highway Traffic Safety Administration
400 7th St., S.W.
Washington, D.C. 20590

DOT provides funding for educational programs and disseminates information related to drinking and driving. High rates of traffic injuries and fatalities among youth populations are of particular concern to the Department.

U.S. Department of Health and Human Services (HHS)
National Institute on Alcohol Abuse and Alcoholism (NIAAA)
5600 Fishers Lane
Rockville, Md. 20857

Grants are made to States, individual community projects, research institutions, training programs, and other categories established through Federal statute. Applications and guidelines may be obtained by contacting the relevant NIAAA office. Of particular interest to youth prevention program planners are:

The Alcohol Community Services Program. Grants are made to community mental health centers, nonprofit organizations affiliated with such centers, or nonprofit organizations where no centers exist. Matching funds are a requirement.

Alcohol Demonstration Program Grants. Under this program, public agencies and nonprofit organizations may receive awards to implement alcoholism demonstration programs for the prevention and treatment of alcohol abuse and alcoholism for special population groups.

Alcohol Formula Grants. One agency in each State is allocated Federal funds to implement the State's comprehensive alcoholism plan. These funds are sometimes subcontracted to community nonprofit organizations to provide alcoholism services. Application forms and information can be obtained from your State alcohol abuse and alcoholism authority.

Alcohol Research Development Awards. Grants are awarded to institutions and nonprofit organizations to develop and support research projects.

Alcohol Training Program. Grants are made to public agencies and nonprofit organizations to support training programs for personnel who will staff community alcoholism projects. Funds may be used to defray costs of the training programs or to provide trainee stipends and allowances.

U.S. Department of Health and Human Services (HHS)
National Institute on Drug Abuse (NIDA)
5600 Fishers Lane
Rockville, Md. 20857

Although primarily a source of funding for drug abuse programs, NIDA has developed material on prevention and education applicable to alcohol prevention programs as well.

State. At the State level, the State Alcoholism Authority (SAA) or Single State Agency (SSA) awards funding to local projects. This office may be willing to finance specific projects that propose innovative approaches in the prevention of alcohol abuse. (A list of State Alcohol Authorities is given in an earlier section of this chapter.) In some States, minority programs have been earmarked for priority consideration. An additional resource is the State Department of Education. An Education Program Coordinator in that department may be able to suggest resources available for local programs. The State Department of Social and Health Services, a conduit for disbursing State liquor tax revenues, is an agency worth contacting. Legislation in some States mandates that a certain percentage of these revenues be dedicated to alcohol abuse prevention.

County. County alcohol agencies often receive State funds. Formulas based on population and needs sometimes govern the allocation of these funds locally. Similarly, mental health agencies receive State funding that may be available for alcohol projects.

Private

Along with State and local governments, community service organizations, businesses, and commercial companies have recognized alcohol abuse among black youth as a serious problem. They are likely to express their concerns through allocating funds for local prevention projects.

National. Suggested sources include national black groups, the alcohol industry, and foundations.

National Black Groups. These may provide financial assistance as well as furnish leads to other funding sources. Suggested are:

Alpha Kappa Alpha Sorority
5211 S. Greenwood Ave.
Chicago, Ill. 60615
(312) 684-1282
Anne M. Davis, Executive Secretary

Alpha Phi Alpha Fraternity
4432 Martin Luther King Dr.
Chicago, Ill. 60653
(312) 373-1819
William H. Walker, Executive Secretary

American Teachers Association
National Education Association (NEA)
1201 16th St., N.W.
Washington, D.C. 20036
(202) 833-4000
Terry E. Herdon, Executive Director

Delta Sigma Theta Sorority
1707 New Hampshire Ave.
Washington, D.C. 20036
(202) 483-5460
Lynnette Taylor, Executive Director

Grand Temple Daughters, Improved Benevolent Protection Order of Elks of the World
1522 N. 16th St.
Philadelphia, Pa. 19121
(215) 978-4046
Carol O. Dickerson, Grand Secretary

Kappa Alpha Psi Fraternity
2320 Broad St.
Philadelphia, Pa. 19132
(215) 228-7184
Earl A. Morris, Executive Secretary

Local Chapters of the National Baptist Convention of America
3101 S. Parkway
Chicago, Ill. 60616
(312) 842-1081

National Association of Colored Women's Clubs
5808 16th St., N.W.
Washington, D.C. 20011
(202) 729-2044
Carole A. Early, Headquarters Secretary

National Association of Negro Business and Professional Women's Clubs
2861 Urban Ave.
Columbus, Ga. 31907
(202) 483-4880

National Bankers Association
950 L'Enfant Plaza, Suite 1120
Washington, D.C. 20024
(202) 488-5550
Anthony Maxwell, Executive Director

National Beauty Culturist League
25 Logan Circle, N.W.
Washington, D.C. 20005
(202) 332-2695
Katie E. Whickam, President

National Black Alcoholism Council
United Methodist Building
100 Maryland Ave., S.W.
Washington, D.C. 20005
(202) 488-5654
Paul Bontemps, Executive Chairperson

National Business League
4324 Georgia Ave., N.W.
Washington, D.C. 20011
(202) 726-6200
Waymon Wright, Executive Assistant

National Council of Negro Women
1346 Connecticut Ave., N.W.
Washington, D.C. 20036
(202) 233-2363
Dorothy L. Height, National President

National Hook Up of Black Women
2021 K St., N.W.
Washington, D.C.
(202) 293-2323

National Insurance Association
2400 S. Michigan Ave.
Chicago, Ill. 60616
(312) 842-5125
Charles A. Davis, Executive Director

National Medical Association
2109 E St., N.W.
Washington, D.C. 20037
(202) 659-9623

National Newspaper Publishers Association
770 National Press Building
Washington, D.C. 20004
(202) 638-4473
William L. Rowe, Executive Director

Omega Psi Phi Fraternity
2714 Georgia Ave., N.W.
Washington, D.C. 20001
(202) 667-7158
Harold J. Cook, Executive Director

The United Negro College Fund
1420 K St., N.W.
Washington, D.C. 20005
(202) 628-2366

Zeta Phi Beta Sorority
1734 New Hampshire Ave., N.W.
Washington, D.C. 20009
(202) 387-3103
Goldie A. Baldwin, Executive Secretary

Alcohol Industry. Various companies within the liquor industry have earmarked funds for education programs and have prepared print materials that stress responsible decisions about drinking. Organizations to contact include:

Wine Institute
717 Market St.
San Francisco, Calif. 94103

United States Brewers Association
1750 K St., N.W.
Washington, D.C. 20006

Distilled Spirits Council of the United States (DISCUS)
1300 Pennsylvania Ave.
Washington, D.C. 20004

National Licensed Beverage Assoc.
1102 Vermont Ave., N.W., Suite 601
Washington, D.C. 20005

Foundations. Selected private foundations support preventive health efforts. An example of such support is the Smithers Foundation in New York that is dedicated to alcohol-related issues. Quite often foundations specify one or more audiences they desire to support. Examine their priorities and learn how your proposed program may fit in with their objectives.

Other Sources. Beyond those already listed, program planners may wish to consider the following other sources:

United Black Fund
1343 H St., N.W.
Washington, D.C.20005

The United Black Fund is a campaign partner to the United Way. It assists community organizations to obtain funds to sustain their programs. Last year, the United Black Fund assisted 47 nonmember agencies through its emergency grant program and provided sustained support to 42 member agencies through its regular grant program.

U.S. Catholic Conference
Campaign for Human Development
1312 Massachusetts Ave., N.W.
Washington, D.C. 20005

This source funds education-action programs. It is sensitive to community groups and organizations that are trying to effect positive change in the basic causes of poverty.

Foundation Center
888 Seventh Ave.
New York City, N.Y. 10009
or 1001 Connecticut Ave., N.W.
Washington, D.C. 20036

This group specializes in assisting minority programs and prevention efforts in the inner-city. It is particularly helpful in locating grant and funding sources.

McDonald's Restaurants
Corporate Contributions Division
McDonald's Plaza
Oak Brook, Ill. 60521

The goal of McDonald's National Contributions Program is to help local groups identify, develop, implement, and disseminate new approaches and programs that address social problems. Promising areas for funding include the environment, civic affairs, economic development, education, social services, culture, and the arts.

State and local. Community support for projects may come from organizations that have incorporated alcohol programs into their goals and objectives. Costs for specific project needs, such as print material, might be shared with several community organizations. For inner-community assistance and collaboration, including funding possibilities, consult the local affiliate of major black groups. (See list provided in earlier section of this chapter.)

Funds and other assistance may be available through a variety of commercial sources such as local breweries, wineries, liquor distributors, tavern operators, State Brewer Associations, and State Alcohol Beverage Control Boards. Contact the trade association headquarters or the local Chamber of Commerce in which these groups have membership. Local corporations may also be willing to fund prevention efforts.

Publications

To assist applicants, Federal agencies, national service organizations, and foundations have published handbooks and guides such as:

Federal Domestic Assistance Catalog: Washington, D.C.: Supt. of Docs., U.S. Govt. Print. Off.

Federal Government Fund Sources for Alcohol Treatment Programs: National Association of Counties Research Foundation. Alcoholism and Alcohol Abuse Project, 1736 New York Ave., N.W., Washington, D.C. 20006.

The Foundation Directory: The Foundation Center, 888 Seventh Ave., New York City, N.Y. 10019 (1975).

Foundation Guide for Alcohol Program Planning: National Clearinghouse for Alcohol Information (1976).

Grant Programs: National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, Md. 20852

The Grassroots Fundraising Book: Joan Flanagan, NYWA Publications (Fundraisers Inc., 1020 Hanwall Rd., Baltimore, Md. 21207).

A Guide to Community Organizations for Alcohol Services: Ronald D. Wynee, Wynee Assoc., 1804 Legation St., N.W., Washington, D.C. 20015.

A Guide to Fundraising and Proposal Writing: Independent Consultants, P.O. Box 1414, Hampton, Ark. 71744.

Handbook on Fund Raising: National Council on Alcoholism, 733 Third Ave., New York City, N.Y. 10017.

How to Get Money for Arts and Humanities, Drug and Alcohol Abuse and Health: Human Resources Network, Chilton Book Co., 2010 Chancellor St., Philadelphia, Pa. 19103 (1975).

Your Fair Share of Revenue Sharing: Washington, D.C.: Supt. of Docs., U.S. Govt. Print. Off. 20402

Summary

Beginning an alcohol abuse prevention program for black youth involves a complex set of tasks, from deciding on the best way to reach youth, planning culturally relevant activities, obtaining funding, and hiring appropriate staff to evaluating the outcome of these undertakings. Accomplishment of these tasks, however, is not as difficult as you may think. Others have started similar programs and are most often willing to share information and experiences. Various public and private organizations have dedicated significant amounts of funding to support prevention programs, produced technical assistance handbooks, and developed prevention materials that are appropriate for individuals and groups such as yourself. Knowing whom to contact for particular kinds of help is an important first step in planning your prevention program for black youth. The lists in this chapter represent a variety of organizations legislatively, programmatically, and philosophically committed to assisting minority communities. By familiarizing yourself with these resources you will be well on your way to your goal—that of providing opportunities to black youth to make their own decisions around alcohol use.

Appendices

Appendix A:
Program Planning Materials

Appendix B:
Community Workshop
Materials

Appendix C:
Glossary and References

Appendix A:
Program Planning Materials

Grant Proposal Outline
Sample Grant Proposal Charts
Needs Assessment Guidelines
Needs Assessment Forms (A, B, C, D)

Grant Proposal Outline

I. Introduction

- Short Discussion of Organization
  - —conceptual inception
  - —program implementation
  - —staffing/programs
  - —future planning

II. Define the Problem

- Demographic Information
  - —people of the area
  - —description of target population: age, sex, race, education, income
- Literature Search (not exhaustive)
  - —needs assessment
  - —alcohol abuse, alcoholism, youth, blacks as variables in:
    - literature
    - policy records
    - other needs assessment done
    - surveys of area done by HSA
    - census, HUD
    - hospital reports
    - school dropout rates
    - youth outward migration
    - (discussion of your contribution to this body of knowledge)
- Prevention in Your Community
  - —prevention approaches now in operation:
    - that you are aware of
    - that are being used in your community now
  - —discuss briefly your approach to prevention in your community
  - —discuss black youth as high-risk group and their need for prevention services and relate to long-term objectives
- Gaps in Services
  - —number of youth-serving agencies in your area
  - —number serving black youth; what capacity
  - —number of black youth treatment (alcohol) facilities
  - —number of prevention programs
  - —number of black youth prevention programs in the community
- Need for a Cultural-Specific Environmental Education Model
  - —examination of approach with reference to special population

III. Program Design

- Goals and Objectives (clear, concise, attainable, and timelimited). Discuss in the following format:

  Goal and / or Objectives Activities Measuring Device

- Plan of Action Education Focus / Philosophy: How, when, where? (be specific)

—school programs; impact on:
  individual drinking behavior
  cultural setting
  cultural norms
  cultural values

—examination of approach (with reference to the special population)
  discuss model
  culture-specific / alcohol-specific
  community-environmental condition, i.e., setting of drinking, availability, advertising

—"entry" into school system
  profile of local school system
  description of all access routes into the school system (if applicable)
  description of consent procedure involving principals, teachers, parent, youth (students) (if applicable)

—task force (community sanctioning body) make up
  sponsoring organization representatives
  church, business, community leaders
  parents
  youth

—description of education program
  materials development
  education curriculum
  workshops
  seminars planned
  training: for whom?
  awareness campaigns
  recreation
  mass media
  professional development
  environmental study
  suggestions for local policy

—potential impact on target audience

—potential for yielding new knowledge

—potential for being replicated

IV. **Evaluation**

- Design proposed
- Methodology
- Protocols
- New evaluation ideas
- Discussion of potential difficulties
- Confidentiality
- Documentation
  forms; documentation procedure; development; dissemination, use of: data collected: date reduction; Data
  analysis; reporting procedure; technique to test projects hypothesis
- Sampling plan of pre-post testing
- Description of sampling plan
- Description of control group
- Description of comparison group
- Dependent independent and confounding variables
- Statement of how the evaluation results will be integrated into the prevention plans
- Long-range planning

V. **Dissemination**

- Distribution of results to task force and others
- Utilization plan
- Adaptation of findings to new materials to be disseminated

VI. **Principal Investigation/Director**

- Qualifications

VII. **Staff and Resources**

- Availability of key staff to deliver services/activities and conduct evaluation
- Facilities
- Agreements from schools, participating agencies, other organizations and task forces (if organized)

VIII. **Budget**

- Approximate cost estimation
- Staff
- Administration
- Training
- Evaluation
- Fiscal requirements
- All project costs

IX. **Applicant Organization**

- Capacity and experience of the applicant organization to deliver services

X. **Notification/Review Requirements**

- Notification to State A-95 Clearinghouse mandatory
  - —notification of intent to State 30 days before sending application to Federal Government
  - —entire application to State 60 days before submitting application
  - —encouraged to call HSA

XI. **Facilities**

- Space and equipment description

XII. **Appendices**

All support materials
Letters of support from individuals, community, churches, politicians

Sample Grant Proposal Charts

Time Schedule. A project time schedule or grid with an explanatory key is a technique often used to give an overview of the major objectives or activities in a time framework. It can be adopted for almost any type of project. The following is an example of a time grid:

XYZ Project

Project Dates from _____ to _____

OBJECTIVE AND/OR ACTIVITY	TIME PERIOD (usually in months)									
1) OBJECTIVE A	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	etc.
Activity a-1	P/I	E								
a-2	P	P	I	I	E					
2) OBJECTIVE B	P	P		I	I	I		E		
Activity b-1				P	I	E				
b-2				P/I	E					E
3) OBJECTIVE C	P	I					E			
Activity c-1					P	P	P	P	I	E
c-2		P	I	E						
4) ETC.				P	P	P	I			

KEY: P=Planning I=Implementation E=Evaluation

Project Management Review Chart. This chart should be developed in a brief outline form with key words and the numbering system corresponding to those used in the narrative sections. The following is a sample of the form; alcohol abuse among youth has been used as an example.

Problem or Need	Goal	Objective	Procedure or Activity	Measuring Technique	Data Analysis	Report Date
Alcohol abuse by youth	To reduce youth alcohol abuse	To reduce youth alcohol abuse among 12-18 year olds	Alcohol education (media study)	Pre- and post-test	Evaluation of pre- and post-test results	1 year from start of program

Evaluation Design Summary. The Evaluation Design Summary is another summation technique that can have a significant positive impact on reviewers. It also provides evidence of the attention to the details that help ensure the successful implementation of the proposed idea. The Evaluation Design Summary can be adapted to many types of projects and can be used alone or in conjunction with the Project Management Review Chart. The following is a sample form; the recruiting of new program participants has been used as an example.

Performance Objective	Instrument or Technique	Target Group	Data Analysis	Date to Measure Record	Report Date
Recruit 15 new participants for program by July 15	Intake record	Youth (12-18)	Interpret record	July 15	1 year from start of program

Needs Assessment Guidelines

I. Introduction

The first step necessary for evaluating the needs of a community is to conduct a needs assessment. A needs assessment is simply defined as a process that gathers information on the who, what, when, where, and why of a particular problem in a target area. The problem in this particular case is the abuse of alcohol among youngsters in your program (target) area. The purpose of this assessment is to formulate a community perception of its alcohol problem as related to youth.

II. Functions of the Needs Assessment

A. Collects facts and perceptions of the "problem" from community people, public and private organizations

—ensure community ownership
—basis for identifying the problem, goals, and strategies

B. Enhances staff involvement at the beginning phase of the project

C. Vehicle for starting community education process regarding prevention and alcohol abuse

D. Screening tool for potential workshop participants (if applicable)

E. Foundation for outreach and coalition building

F. Serves as the core of the workshop agenda (if applicable)

III. Information Sources

A. Sponsoring Agency Assessment (Form A)

Purpose: To provide practical background on staff and corporate capability

To demonstrate agency credibility with potential cosponsors and funding agencies

To indicate range of resources available

B. Other Agency Assessment (Form B)

Purpose: To assess perceived needs and possible resources to be engaged to meet these needs

To assess what is currently being done in prevention/alcohol/youth programs

Distribution:

- Youth agencies
- Alcohol/drug agencies
- Law enforcement/probation/court
- Community health agencies

C. Adult Assessment (Form C)

Purpose: To assess perceived needs and possible resources to be engaged to meet these needs

Distribution:

- Prospective workshop participants (if applicable)
- Black professionals
- Politicians (elected, ward, and committee people)
- Teachers/ counselors/ principals
- Clergy
- AA and Al-Anon members
- Civic leaders (United Way, Legal Aid Society, Urban League, Chamber of Commerce, etc.)
- Informal opinion leaders and communication networks
- Small business people (barbers, beauticians, bartenders, shopkeepers)
- Parents (cross section)
- Media
- Police

Population Selection:

- Select 4 to 10 people from each category above
- Compile results by category
- Analyze results by category
- Formulate overall conclusions for adult group

D. Youth Assessment (Form D)

Purpose: To assess perceived needs and prevention program approaches acceptable to youth

Distribution:

- Students in elementary school—grades 4, 5, 6
- Students in junior high school—grades 7, 8, 9
- Members of church youth groups
- Boy Scouts and Girl Scouts
- Youth who regularly hang out on certain neighborhood corners
- Youth gang leaders
- Youth who regularly hang out in school yard after school hours
- Youth at teen and recreation centers

Population Selection:

- Select 5 to 10 youth from each category
- Compile results by category so that source is identifiable
- Analyze results by category
- Formulate overall conclusions for youth group

Needs Assessment:
Sponsoring Organization's Self Assessment

1. Name of Your Organization _____

2. Goals of Organization _____

3. Programs Presently Sponsored Relating to Youth
(Example: Boy's Club; Religious Youth Fellowship)

_____
_____
_____
_____

4. Programs Presently Sponsored Relating to Health
(Example: Hypertension Screening)

_____
_____
_____
_____

5. Program Presently Sponsored Relating to Prevention
(Example: Teen Pregnancy Prevention)

_____
_____
_____
_____

6. Other Types of Sponsored Programs
(Example: Elderly-Youth Interface)

_____
_____
_____
_____

7. Policies of Organization

_____
_____
_____
_____

8. Service History
When was organization founded? _____
Why was it founded? _____
_____

What services has it rendered in the past? _____
_____
_____

9 What resources does organization have? _____
How much capital? _____
How is money raised? _____
What kind of annual budget do you operate on? _____
How many staff persons? _____
How many material resources? _____
Buildings? _____
Equipment? _____

10. What kind of prevention program can your organization handle comfortably? _____
_____

11. How would a new project complement or expand the organization's prevention undertakings? _____
_____
_____
_____

Needs Assessment:
Sponsoring Organization's Self Assessment (continued)

12. What are your organization's constraints and limitations? _____

13. What other city/ county/ State/ regional health or prevention planning systems can provide support? (TA; resources; funding; contacts, etc.) _____

14. What existing resources are available for planning, implementing, and maintaining prevention programs? _____

Comments:

Needs Assessment: Other Agency Contact

1. Agency name and location

   Name _____
   Street _____
   City _____
   Telephone no. _____
   Contact person _____
   Date contacted _____

2. Of the problems that are seriously affecting the youth of this community, which five do you consider the most important?

   _____ _____
   _____ _____
   _____

3. Which one of the five you just mentioned do you consider is the most important? _____

4. If alcohol abuse is not mentioned, ask: In the general context of the problem among teenagers, would you say alcohol abuse is:

   a. ☐ not important at all
   b. ☐ somewhat important
   c. ☐ a very important problem

5. What population do you work with?

   a. ☐ General population
   b. ☐ Adult (18 and over)
   c. ☐ Teenagers (12–18)
   d. ☐ Under 12
   e. ☐ Male youth population
   f. ☐ Female youth population
   g. ☐ Other _____

6. What is the total service population? _____

7. What services do you supply to the community? Please be specific about any alcohol-related program activities (information; education; counseling; outreach; recreation; cultural).

   _____
   _____
   _____

8. Are you interested in youth alcohol prevention programs in the community?

   ☐ Yes ☐ No

   Are you interested in cooperating in a joint effort?

   ☐ Yes ☐ No

9. What approaches would you advocate?

   a. ☐ Educational programs
   b. ☐ Recreational programs
   c. ☐ Peer counseling
   d. ☐ Job placement or training
   e. ☐ Other _____

Needs Assessment: Other Agency Contact (continued)

10. What resources would you be willing to supply in an effort targeted to youth?

a. ☐ Planning
b. ☐ Training for staff
c. ☐ Technical assistance
d. ☐ Publicity
e. ☐ Cooperative project
f. ☐ Other_____

11. Do you have any information on use/abuse of alcohol by youth in your community that you would be willing to share? Can you suggest other sources of data?

Alcohol Service Agencies Only (12–15)

12. Do you provide any of these services? (Check all that apply.)

☐ Informational
Number of clients per year _____ Ages _____

☐ Educational programs
Number of clients per year _____ Ages _____

☐ Cultural programs
Number of clients per year _____ Ages _____

☐ Prevention programs
Number of clients per year _____ Ages _____

☐ Counseling programs
Number of clients per year _____ Ages _____

☐ Treatment, residential
Number of clients per year _____ Ages _____

☐ Treatment, nonresidential (counseling and/or therapy)
Number of clients per year _____ Ages _____

☐ Detoxification
Number of clients per year _____ Ages _____

13. How much of your total budget is allocated to prevention programing?
_____ Percent of total $_____ Actual dollars

14. In the last fiscal year, about what proportion of your funds came from the following sources?

a. ☐ Fees for services (from clients)
b. ☐ Private contributions (funds and drives)
c. ☐ United Fund/Community Chest
d. ☐ Federal funds (directly)
e. ☐ State funds
f. ☐ Local government funds
g. ☐ Other_____

Needs Assessrnent: Other Agency Contact (continued)

15. What is the estimate of the age, sex, racial group, and societal makeup of the your client population?

a. Ages: _____through _____

b. Sex: males _____percent _____ females _____ percent _____

c. Racial: white _____ percent _____ black _____ percent _____ other _____ percent _____

d. Ethnic (specify group and percentage): _____ _____

e. Income: low _____ percent _____ average _____ percent _____ high _____ percent _____

f. What form of alcohol does your typical client use?

☐ Beer ☐ Wine ☐ Liquor ☐ Combination

☐ Alcohol and marijuana ☐ Alcohol and so-called hard drugs ☐ Alcohol and prescription drugs

g. Frequency of use of typical client:

☐ One drink or less per month
☐ One drink per week
☐ One drink per day
☐ Two-three drinks per day
☐ Four-five drinks per day

Needs Assessment: Adult Contact

1. Of the problems that are seriously affecting the youth of this community, which five do you consider the most important?

   _____ _____

   _____ _____

   _____

2. Which one of the five you just mentioned do you consider is the most important? _____

3. If alcohol use is not mentioned, ask: In the general context of the problems in this community, would you say alcohol use is an issue?

   a. ☐ not an important issue
   b. ☐ somewhat important
   c. ☐ very important

4. Why do you think young people are using alcohol? _____

   _____

5. Do you think anything should be done about alcohol use among teenagers in our community?

   ☐ Yes ☐ No

6. If youth alcohol use contributes to problems in our comunity, which of the following should be given priority in allocation of resources?

   a. ☐ Training and jobs for youth
   b. ☐ Education programs
   c. ☐ Drug and alcohol programs and services
   d. ☐ Law enforcement
   e. ☐ Recreational programs
   f. ☐ Health services
   g. ☐ Other _____

7. Are you aware of any health and social service programs in your community which deal with youth and alcohol? If so, please specify. _____

   _____

8. Do you think these programs are doing an adequate job?

   ☐ Yes ☐ No

9. What do you think could be done to help prevent teenagers from abusing alcohol? _____

   _____

   _____

10. What would you be willing to contribute to a prevention program?

    a. ☐ Particular skill (type) _____
    b. ☐ Money (amount) _____
    c. ☐ Facilities
    d. ☐ Clerical help
    e. ☐ Equipment (kind) _____
    f. ☐ Other _____

Needs Assessment: Youth Contact

AGE: ☐ under 8 ☐ 9-12 ☐ 13-15 ☐ 16-18

SEX: ☐ male ☐ female

1. In your neighborhood what kind of activities/programs would you say kids like and turn out for? _____

2. In what activities or projects within your community have you participated? _____

3. Where did the activity take place? Who sponsored it? _____

4. What did you particularly like about the activity? Dislike? _____

5. Of the problems that are seriously affecting youth in this community, which five do you consider the most important?

6. Which of the five you just mentioned do you consider is the most important? _____

7. Do you know of some kids who drink too much? Why do you think they do? _____

8. How often did you drink any kind of alcoholic beverage over the past month?
   a. ☐ Never
   b. ☐ Once
   c. ☐ Several times
   d. ☐ Several times a week
   e. ☐ Daily or almost daily

9. (If person answered "never" to Question 8, omit this question.)
   If person answered "once," then ask: How many drinks did you have that time?
   If person answered "several times" or more, ask: How many drinks did you usually have at one sitting?
   a. ☐ One or less
   b. ☐ Two or three
   c. ☐ Four or five
   d. ☐ More than five

10. Generally, would you say alcohol abuse by kids in your neighborhood/school is:
    a. ☐ not a problem
    b. ☐ somewhat of a problem
    c. ☐ a very important problem

11. If (a) or (b) were marked above, ask: What kinds of activities do you think kids would like to do in place of drinking? _____

Appendix B: Community Workshop Materials

Invitation Letter
Agenda
Feedback Forms
Task Group Worksheets (1, 2, 3)
Overhead Projector Outlines

Invitation Letter

(Date)

Dear (*Name of Invitee*):

You are invited to participate in a 2-day workshop sponsored by (*name of your organization*) on (*date*) at (*name & address of workshop*). The workshop will be on "Black Youth and Alcohol Problem Prevention." The objectives of the workshop are:

1. to raise community awareness about black youth, alcohol and problem prevention,
2. to transfer knowledge from ongoing prevention programs to black communities and black programs,
3. to stimulate and assist community programs to develop prevention projects,
4. to develop plans for implementing community pervention programs and/or activities.

Your role as a workshop participant will be as a resource person involved in community activities and as an expert in the delivery of services to youth and other community people.

As a result of the workshop, we hope you will be able to make a commitment to help our community to develop or expand the program strategies and activities around alcohol problem prevention.

This is a community effort at servicing the needs of black youth. You are urged to attend and participate.

Sincerely,

Agenda

Day 1

Time	Activity	Presentor
9:00–9:30	**Welcome**	
	• Introduction of Workshop Participants • Purpose of Workshop • Overview of Agenda and Workshop Objectives	
9:30–12:00	**Issues in Black Community Prevention**	
9:30–10:30	• Overview of Prevention • Film: Circle of Love Long Road Home	
10:30–12:00	• Prevention Revisited • Prevention Strategies for Youth • Strategies for Black Communities • What Works for Black Youth: Program Profiles	
12:00–1:00	**Lunch**	
1:00–3:00	**Black Community Prevention/Needs Assessment**	
	• Results of Community Needs • Needs Assessment/Problem Identification • Resources and Services in Community • Gaps in Alcohol and Youth Services • Identification of Major Need/Problem Areas • Formulation of Objectives to Meet Needs	
3:00	**Evaluation**	

Day 2

Time	Activity	Presentor
9:00–9:30	**Recap of Day 1**	
9:30–12:00	**Implementing Strategies**	
	• Program Planning Identify Problems Prioritize Problems Select Focus Identify Program Alternatives to Address Problems Analyze Alternatives To Determine Relativity to Needs • Funding/Grantsmanship	
12:00	**Lunch**	
1:00	**Workgroups (2 groups)**	
	Group 1 Existing Services Access of Existing Resources Gaps in Services Group Report	
	Group 2 Strategies for Prevention Goals and Objectives Roles and Responsibilities Group Report	
3:00	**Plan of Action**	
	• Membership of Task Force • When and Where Task Force Will Meet • Purpose of Meeting	
3:30	**Evaluation**	

Feedback Form Day 1

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. The information presented was accurate, based on my knowledge of the community.					
2. Cultural-specific materials were very useful.					
3. The agenda was *not* useful					
4. The discussion by the panel was useful for clarifying problems.					
5. Program profiles were *not* at all useful.					
6. Program profiles were useful.					
7. The Needs Assessment presentation was informative.					
8. Prevention overview was *not* useful.					
9. Needs assessment data were pertinent to the focus of the workshop.					
10. Needs assessment data supports the need for prevention programing.					
11. Needs assessment data do *not* support the need for prevention programing.					
12. Fact sheet was very useful.					
13. The panel discussion served to summarize the scope of the first day of the workshop.					
14. The agenda was very helpful in understanding the direction and focus of the workshop.					

Feedback Form (continued)

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
15. Various strategies/approaches were *not* understood.					
16. Networking terminology was *not* understood.					
17. The panel discussion was *not* pertinent to the focus of the workshop.					
18. Cultural-specific materials were somewhat useful.					
19. Networking terminology was clear and precise.					
20. Networking overview was *not* useful.					
21. The panel discussion was *not* useful.					
22. Networking overview was informative.					

Comments:

Please indicate any needed changes/improvements for tomorrow's session:

Feedback Form Day 2

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. As a result of this workshop, I have a *clear understanding* of what community resources exist to support a prevention project.					
2. As a result of this workshop, *we have* the information to begin developing a plan for a prevention program or project.					
3. As a result of this workshop, I have *learned nothing* of the need for prevention programing in my community.					
4. The presentation on grantsmanship helped give direction to the small group work.					
5. As a result of this workshop, *we do not have* the information to begin developing a plan for a prevention program for project.					
6. The workshop facilitators *provided* participants an opportunity to share their knowledge and opinions.					
7. The presentation on how to develop community prevention program goals and objectives was not understood.					
8. The workshop was too long.					
9. The proposal worksheet helped give direction to small groups.					

Feedback Form (continued)

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
10. The presentation on grantsmanship was *not* detailed enough.					
11. The presentation on how to develop community prevention program goals and objectives was understood.					
12. The workshop facilitators *did not* provide participants an opportunity to share their knowledge and opinions.					
13. As a result of this workshop, I am *confident* that the needs identified will be addressed by this community.					
14. As a result of this workshop, I am *somewhat* interested in working to plan a community prevention effort.					
15. As a result of this workshop, I have become *more aware* of the need for prevention programing in my community.					
16. The presentation on grantsmanship was useful.					
17. As a result of this workshop, I am *very interested* in working to plan a community prevention effort.					
18. The recap of yesterday was useful for review and continuity.					
19. The length of the workshop was satisfactory.					

Feedback Form (continued)

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
20. The workshop climate encouraged open and honest communication.					
21. The proposal worksheet was *not* useful.					
22. The proposal worksheet helped keep the groups on task.					
23. Prevention overview was informative.					
24. The workshop was too short.					
25. The recap of yesterday was a waste of time.					
26. Continuity and sequence of content for the workshop were easily understood.					
27. How to develop community prevention program goals and objectives was helpful.					
28. The presentation on grantsmanship was interesting and informative.					
29. As a result of this workshop, I have a *clear* understanding of what needs to be done to meet the needs identified by the needs assessment.					
30. As a result of this workshop, *we have most* of the information to begin developing a plan for a prevention program or project.					

Feedback Form (continued)

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
31. I am *not confident* that the needs identified will be addressed by this community.					
32. The workshop climate *did not* encourage open and honest communication.					
33. The information was presented clearly and accurately by the facilitators.					

Comments:

Suggestions for Improving the Workshop

Aspects of the Workshop I Did Not Like

Aspects of the Workshop I Liked Most

Worksheet 1

Day 2: Workgroup Tasks

Criteria for Selecting a Prevention Strategy

Appropriateness to:

- Problem focus
- Goals and objectives
- Target audience
- Agency goals

Feasibility in Terms of:

- Human resources
- Financial resources
- Physical resources
- Community climate

Tasks for Groups

1. Study the list of problems or needs from the community needs assessment listed on the newsprint.
2. Rank the problems or needs in order of importance to you as an individual.
3. As a group, develop a consensus list.
4. Select your number 1 problem or need and write it on your master worksheet.
5. As a group, discuss and complete the two-page handout using the group-selected problem as the focus.

Worksheet 2

Day 2: Workgroup Tasks

Selecting a Prevention Strategy—Master Worksheet

PROBLEM FOCUS

Express the problem in the following terms:

1. Goal (what is to be accomplished):_____

2. Target audience:_____

3. Behaviors to be affected:_____

4. Indicators of success:_____

5. Strategies:
   a. Environmental and social:
      (1) Alcohol specific_____
      (2) Nonspecific with alcohol component_____
   b. Personal development:
      (1) Alcohol specific_____
      (2) Nonspecific with alcohol component_____
   c. Empowerment/community organization:_____

Worksheet 3
Steps To Begin Work on Action Goal

Question	Action 1	Action 2	Action 3	Action 4
What is going to be done?				
Who is going to do it?				
When is it going to be done?				
To or for whom is it going to be done?				
What criteria will indicate that it has been done?				
What evaluation method will determine if plans have been carried out?				

Overhead Projector Outlines

TRANSPARENCY #1

BLACK YOUTH/ALCOHOL PROBLEM PREVENTION WORKSHOP
GOAL AND OBJECTIVES

Goal: To develop a concrete and coordinated community-based plan to establish a program to reduce alcohol-related problems among urban black youth between the ages of 13 and 19 years.

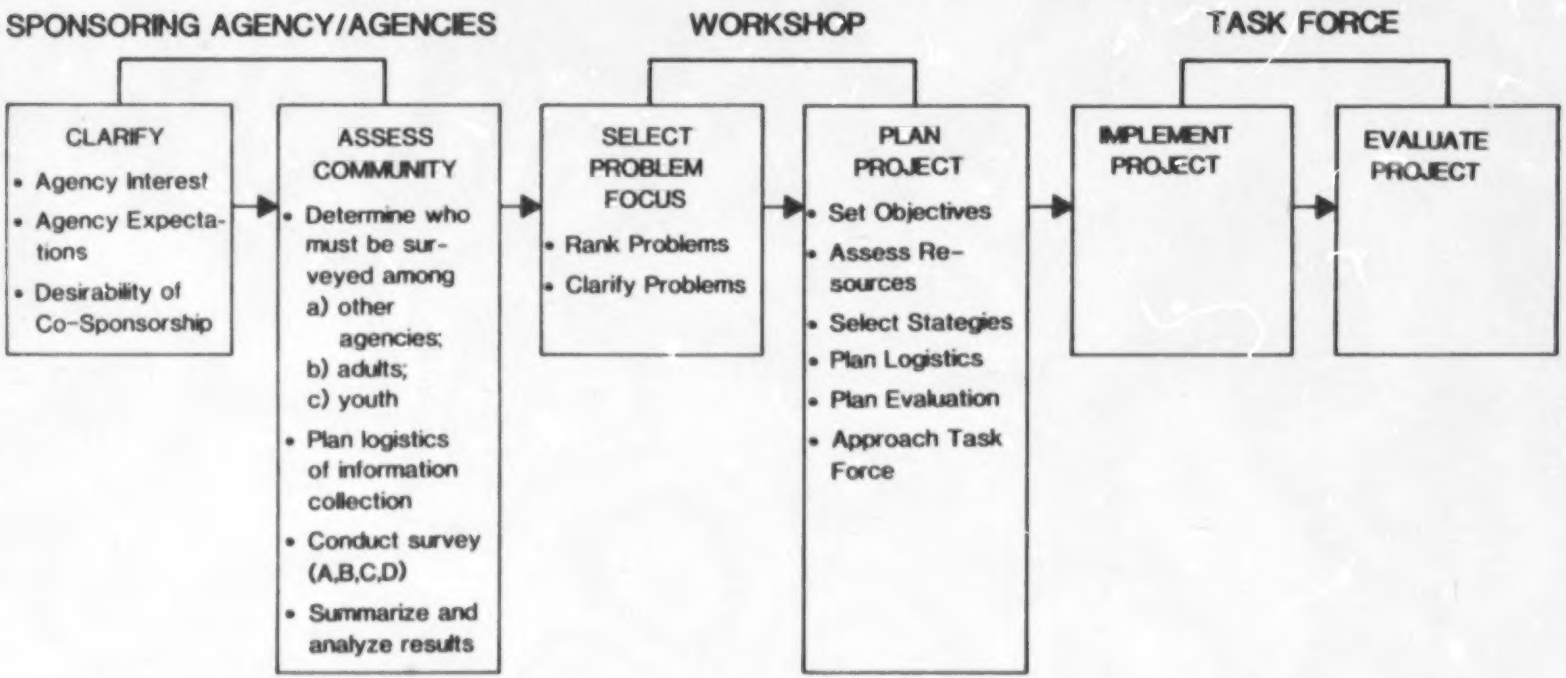
Objectives: 1) To transfer the experience of ongoing prevention-education programs in black communities to new communities.

2) To assist communities to develop their own expertise and local resources to institute prevention-education strategies, programs or activities.

3) To develop a mechanism for energizing the community to make a cooperative effort to support and implement the program.

TRANSPARENCY #2

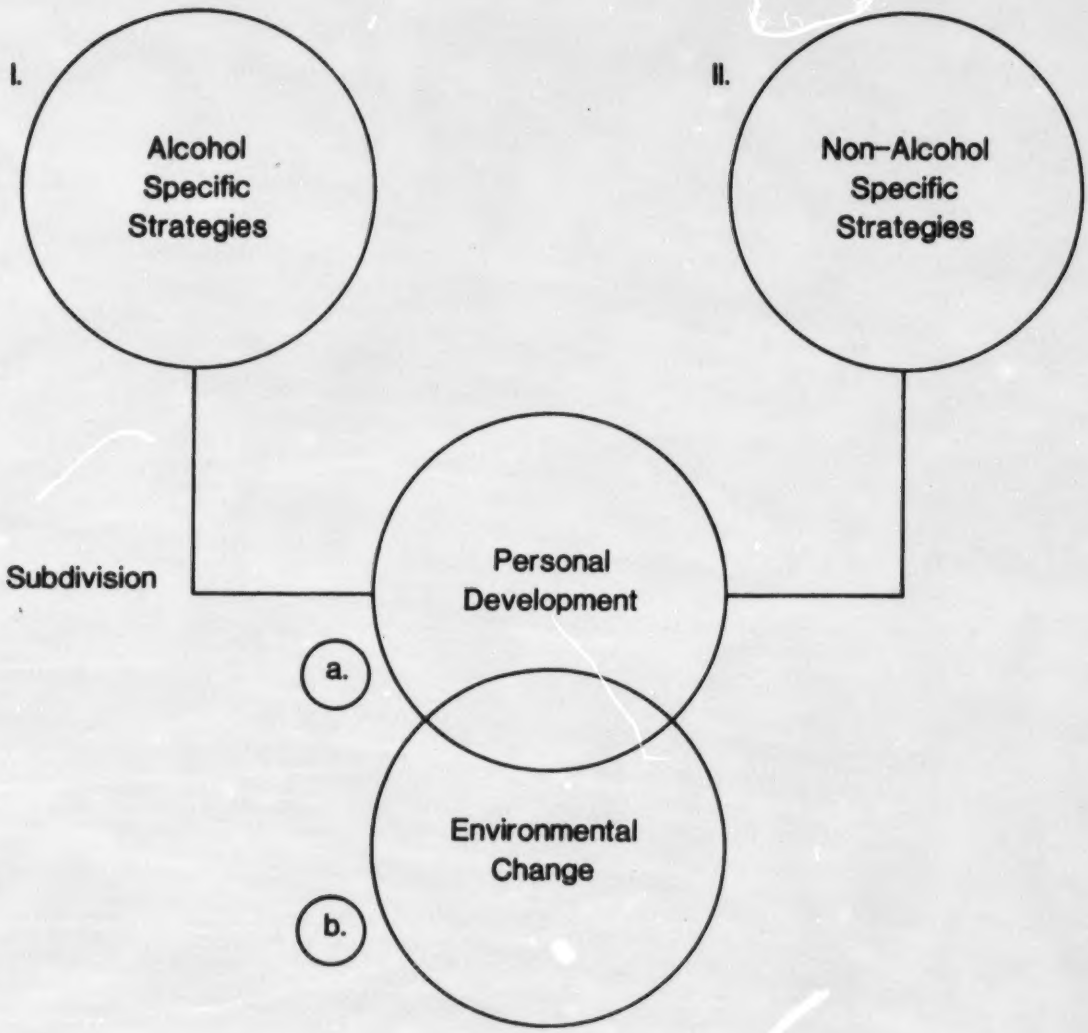
THE WORKSHOP IN RELATION TO THE TOTAL PLANNING PROCESS



TRANSPARENCY #3

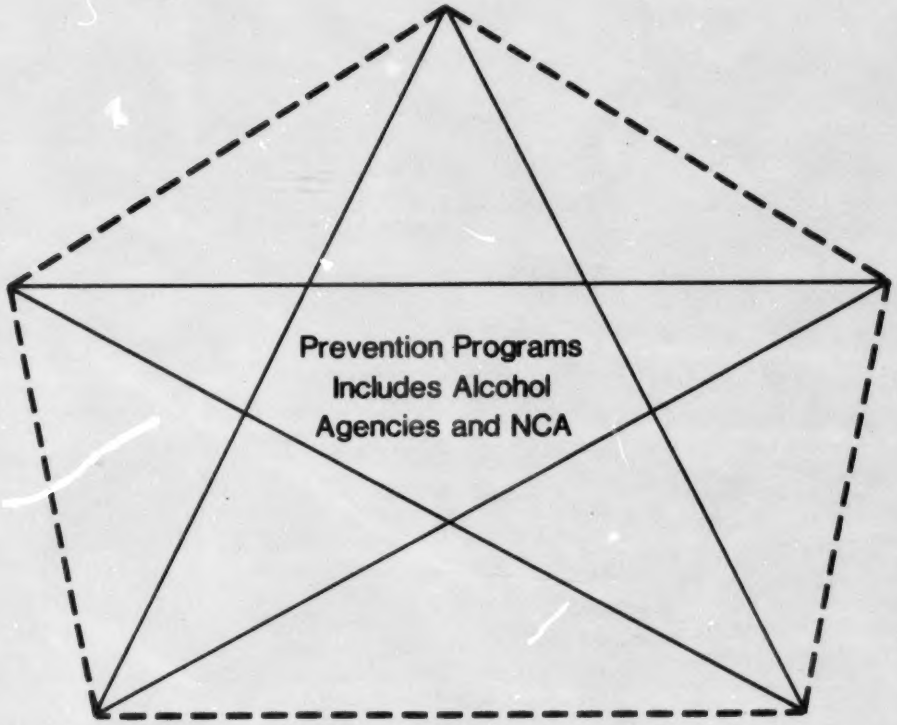
SOME PRIMARY PREVENTION STRATEGIES

There are two kinds of community prevention strategies:



TRANSPARENCY #4

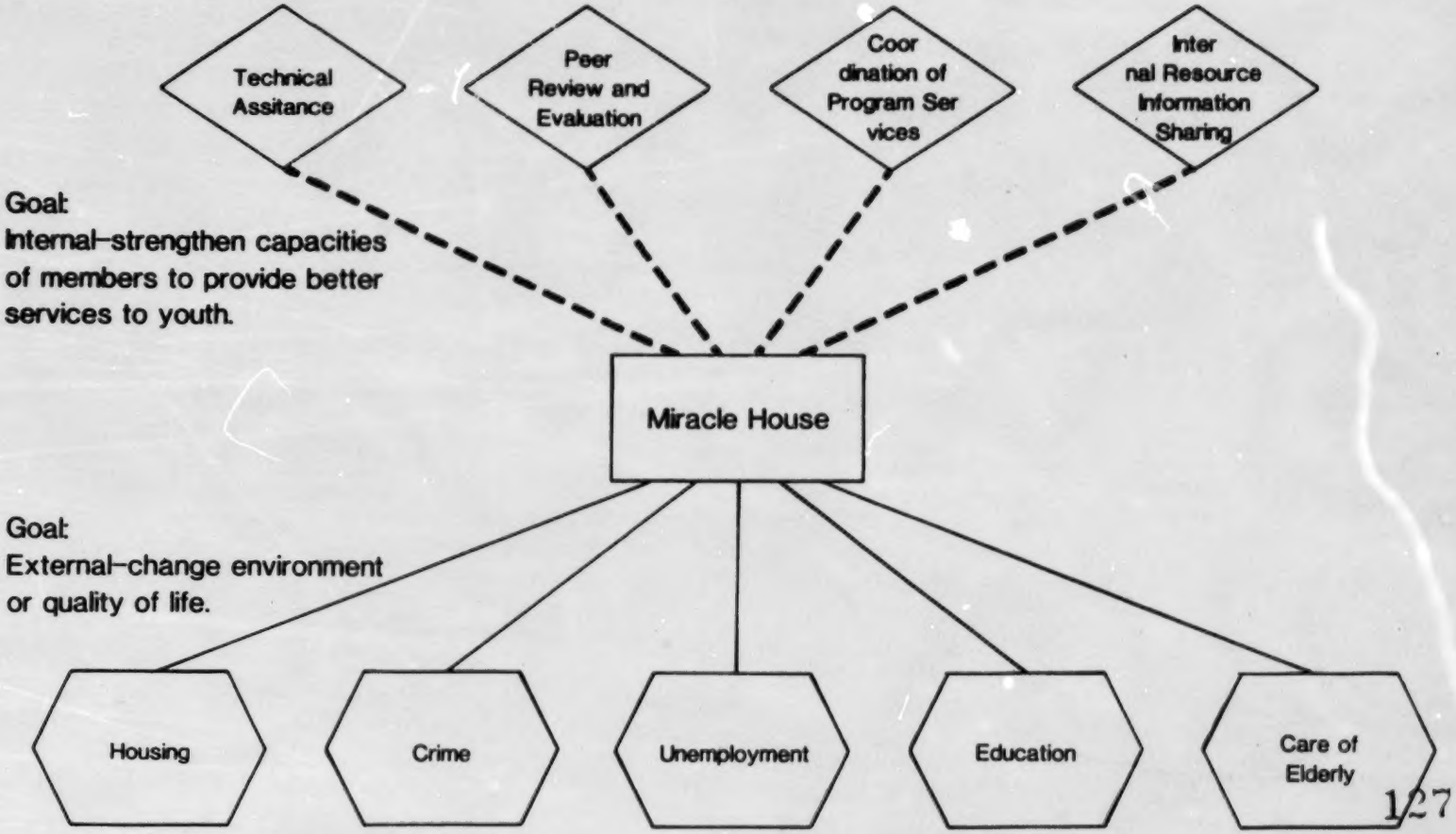
PREVENTION NETWORK STRATEGIES



TRANSPARENCY #4A

A NETWORKING PROFILE

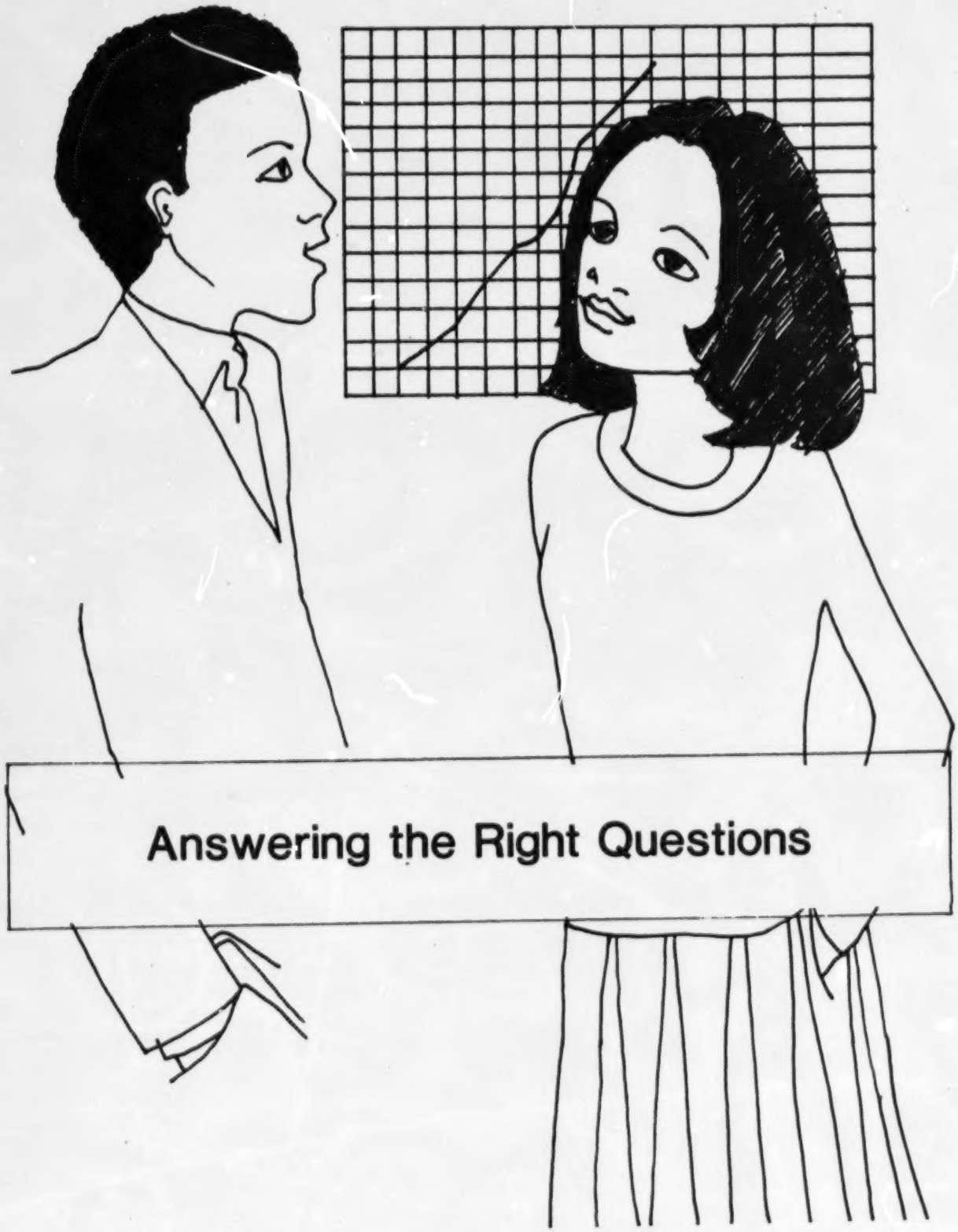
Services of Missouri State Prevention Network



Task Forces of City Coalition of Neighborhood Organizations

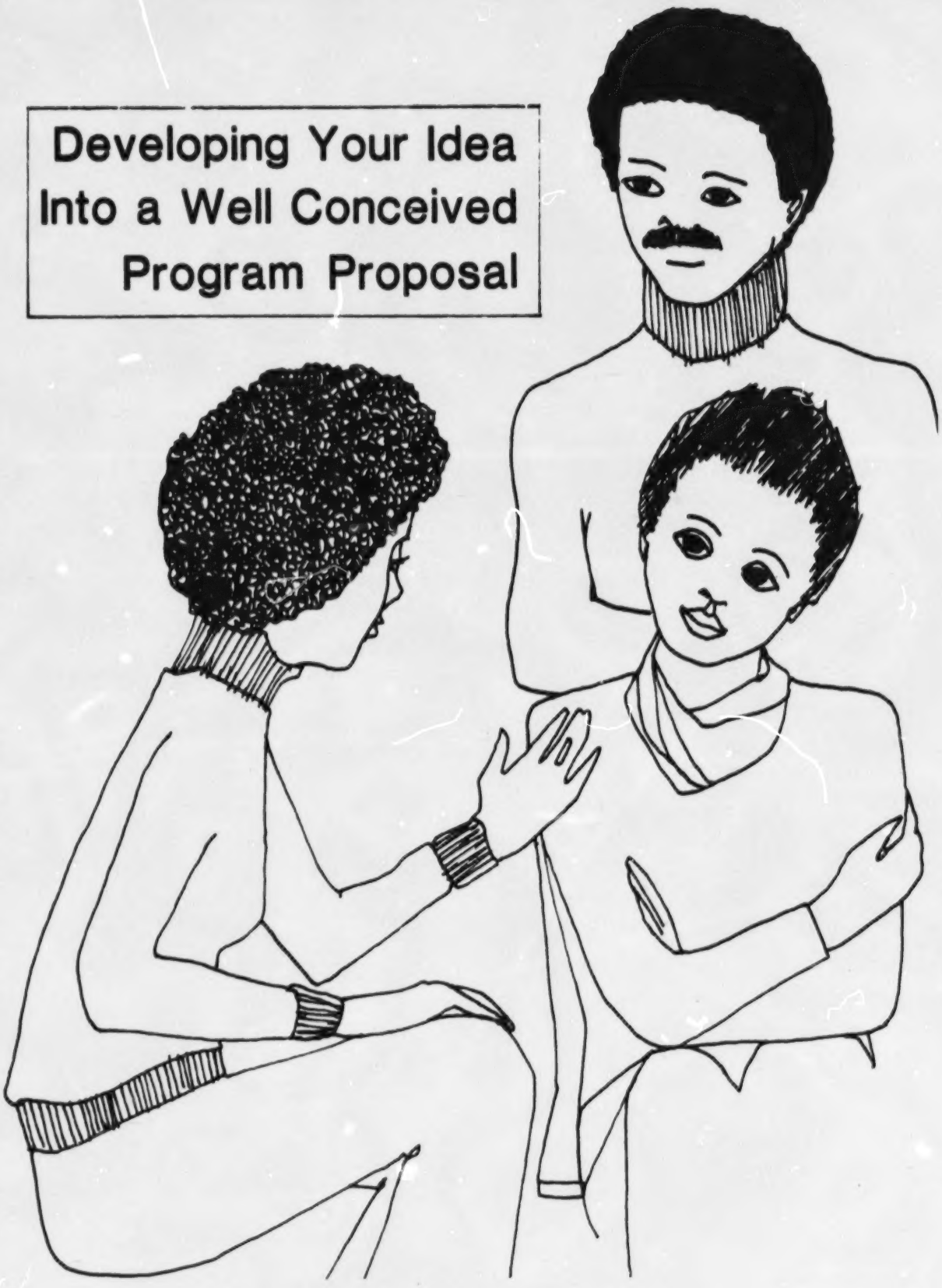
Grantsmanship Is...

Having a Clear Idea
of the Problem


Answering the Right Questions

Having a Well Constructed Plan For Solving the Problem

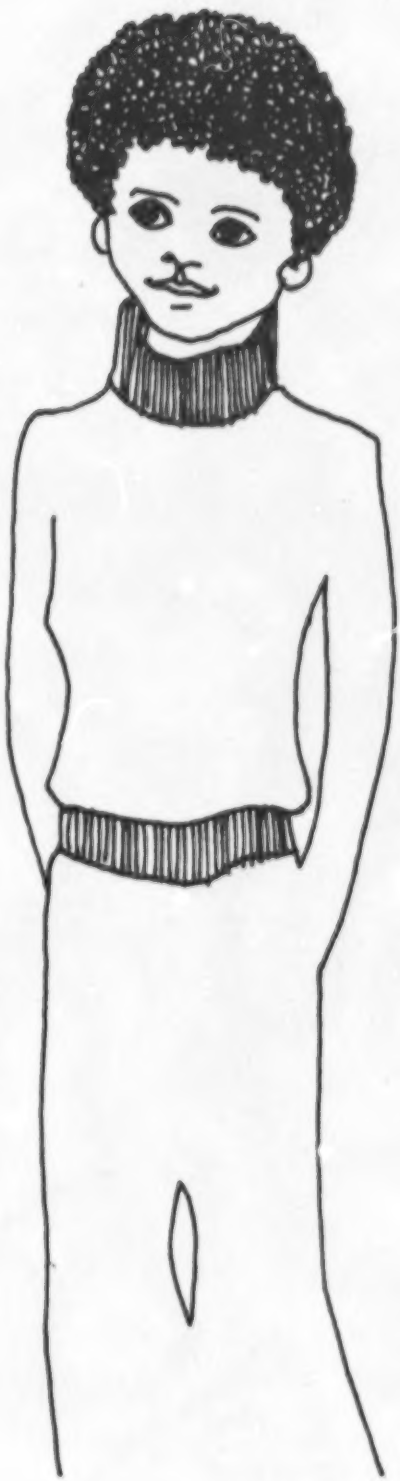
Developing Your Idea Into a Well Conceived Program Proposal



Knowing Who Has the Money

Potential Proposal Outline

- Overview
- Problem Or Need
- Goals
- Program
- Organization's Qualifications
- Staffing
- Structure Of Organization
- Budget
- Evaluation
- Future Funding
- Appendix



Appendix C:
Glossary and References

Glossary

In the course of writing this Guide, particular terms have been used to discuss alcohol abuse and program planning. These terms are defined below.

Abstinence

The act of refraining from drinking alcoholic beverages.

Achievement

Something accomplished, especially by ability, special effort, etc., accomplishment.

Advocacy

The process of a program that defends and involves youth in making decisions about their life and behavior.

Alcoholic Beverage

Any drink containing ethyl alcohol or ethanol, such as beer, wine, or whiskey.

Alcoholism

A complex chronic psychological and physiological disorder associated with excessive drinking.

Alternative Strategies

Those activities encompassing a variety of approaches to assist youth in making responsible decisions about drinking.

Cirrhosis

Largely attributed to alcoholism, this disease of the liver retards the functions of the liver and causes other debilitating effects.

Chronic

Continuing a long time or recurring frequently; having long had a disease, habit, weakness, or the like.

Coalition

A group of people or organizations that unite for joint action.

Consensus

General agreement or accord; majority opinion.

Criteria

A standard established for judging or evaluating an objective or process.

Curriculum

The total courses of study given in a school, college, university, etc.

Data

Facts, information, statistics, or the like, either historical or derived by calculation or experimentation.

Disruptive Behavior

Actions that are disturbing to self and/or other individuals.

Drinking Standard

A model that sets limits on what is acceptable drinking behavior.

Drug

Any substance containing chemicals that changes the way a person feels or acts.

Empowerment

To receive political rights and privileges; to gain confidence and a positive awareness of the potential of self.

Environmental Factors

Conditions within the culture and society that influence the life and behavior of an individual and the decisions one makes about drinking, etc.

Ethnics of Color

Racial and cultural groups in America such as blacks, Chicanos, Native Americans, and Pacific Islanders.

Evaluation

Measuring the progress of a program and its impact on the client and the community.

Exhaustive

The total possible number, the whole quantity or amount.

Goal

A clear statement of purpose or a desired outcome that a person or organization attempts to realize; the end result of program activities.

Grantsmanship

The art of obtaining financial support for social and health service projects such as funding for research, prevention, and treatment of alcohol abuse and alcoholism.

Impact

Influence; effect; the force exerted by a new idea, concept, or ideology.

Implementation

The act of carrying out plans; setting plans into motion.

Intervention

Interference in the hope a change will occur or a problem will be solved; activities in secondary prevention used to alter the drinking habits of alcohol abusers.

Involvement

To share the planning and operation of a program with the client population and the community.

Legitimate

In accordance with established rules, principles, or standards.

Measure

A standard or unit of measurement to calculate the degree, extent, dimensions, quantity, capacity, etc.; used for comparison with a standard.

Milieu

Environment, medium, or condition.

Mobilization

To put into movement, to interest or to assemble people in a community to plan and implement alcohol prevention services/projects.

Multicultural

Relating to or designed for a combination of several distinct cultural groups.

Networking

A system of joining together community groups or organizations to pool resources, share information, and coordinate human service programs.

Norm

Standard, model or pattern; a standard based on the past average performance of a given individual.

Objectives

Precisely written steps or means to assist in reaching a stated goal; any phase, aspect, or part of a program that contributes to the stated aim, purpose, or goal.

Outreach

To reach beyond; exceed; the act or an instance of reaching out.

Peer

A person who is equal as in age, abilities, qualifications, etc.

Peer Pressure

The influence of one's contemporaries (age or status group) in determining behavior such as drinking.

Phenomenon

(Phenomena pl.) a remarkable thing or person; significant event or occurrence.

Pluralistic

A society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous role in the development of their traditional culture or special interest within the confines of a common civilization.

Prevention

Strategies and actions taken to keep something from happening as in educating people to avoid problems connected with drinking.

Prioritize

To rank problems according to severity or prevalence.

Problem Drinking

Consuming alcoholic beverages to the point that drinking harms the drinker or others.

Puritanical

Very strict in moral or religious matters, often to excess.

Quantitative

To measure or determine amount precisely.

Responsible Drinking

Consuming alcohol in ways not harmful to self or others.

Role Play

A method for exploring alternative solutions to a problem through an acting-out process.

Strategy

An action, set of actions, or activities that are used to reach a particular goal.

Values Clarification

Clarification of values (preferences that dictate behavior) is a process that involves freely choosing and acting on one's values.

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☆ U.S. GOVERNMENT PRINTING OFFICE : 1982 O - 364-589